



Midsummer night's scream

It's amazing how midsummer madness creeps up on you unawares. I woke up, startled, the other night from a dream of ministers and DES officials dancing half naked (none would have been flattered by my vision) around a bonfire in the middle of Tavistock Square on which burnt the effigy of a vice chancellor, in cap and capes, with a shuffling banner on which I could barely read "Autonomy".

It left a horrid after-image at three in the morning. I wondered whether the heat combined with three weeks of sober reflection on the state of the universities had caused such a lurid and portentous nightmare.

August is the month for reflection and reappraisal. Whatever the heat generated outside, the political temperature should be lower with Parliament in recess. It should be a time when sensible, not "macho" solutions could be found. We might have hoped that the Government would use the embryonic Green Paper to recognize the social and economic strength and vitality which expansion of opportunities in higher education would stimulate. There is no sign of any such imaginative approach.

Ministers seem infected by the heat - though it could be the heat generated by the miners dispute or the debacle at GCHQ. Whatever its origin, it is depressing. Indeed, the Secretary of State attempted to raise the temperature even further with his hasty statement on the last day of the parliamentary session that he would introduce legislation to modify tenure. He clearly saw it as the opportunity for the ritual slaughter of a sacred cow. He gave his officials the summer months to build the pyre.

This desire for confrontation has its roots in the much more invidious undercurrent of ever stronger centralized control, as the Open University, the Industrial Relations Unit at Warwick, and Departments of Education can testify. In each of these areas prejudice has ruled policy. It is the same with tenure. Sir Keith tells us that he is intervening to improve universities' "efficient and effective management of their own affairs". He is determined to tell them what is good for them, even though most universities have told him and the University Grants Committee that tenure is essential to protect academic freedom and the long-term investment by individuals and the Institutions in their teaching, research and scholarship.

The UGC has the opportunity to show in its September Report to Government that it can still act as the buffer between universities and Government. It will be a gratifying surprise to many if it takes a strong stand.

The Government's interference could dangerously diminish universities' standing and role as autonomous institutions where academics can freely and fearlessly disagree. More prosaically, the vice chancellors' job is scarcely worth the candle if they can only operate as Government dictators. Government and universities make strange bedfellows. This unholy wedlock cannot be how those universities see their role yet they have not lifted a finger to prevent it. Maybe my nightmare really means that the vice chancellors have gone one better than that: rehabilitated conservative St. Paul and decided that it is better to marry (or at least bed down together) and to burn.

Diana Warwick

The author is general secretary of the Association of University Teachers.

Letters to the editor

Solving problems with maths

Sir, - While I agree with much of what Chris Ormell (*THESE* letters, August 17) says concerning the imposition of presupposed conceptual frameworks and its effect on our objectivity, I am not so sure about his remedy. It is using projective applications in mathematics education. It only is that simple! Indeed, by all means encourage children to be "conceptually gymnastic", but I am far from convinced that his proposal as practised today could achieve that most desirable aim.

The Cockerill report - *Mathematics Counts* (1981) - quite rightly emphasizes the role to be played by applications in mathematics in the school curriculum. However, in common with much of that report it fails to give any guidelines regarding the implementation of its recommendation. In the light of this vacuum it is not surprising that many educators have proposed the use of problem solving and mathematical modelling approaches to solve the implementation problem. Before this can be done at all seriously, however, some proper research needs to be undertaken in order to clarify the ambiguity that exists in how "real problems" are posed.

At the Polytechnic of the South Bank we have considerable experience

in teaching problem solving and mathematical modelling to school teachers and relating their experiences to classroom practice. This experience has revealed that it is all too easy to fall into the trap of imposing "conceptual presuppositions" when a real problem is stated. In order for real problem, ie a statement about some aspect of reality, to be tackled, in particular by school children, it has to be "framed". In other words pre-conceptualized for purely didactic reasons.

In mathematical modelling the pre-formulation stage leads, in this author's opinion, to two main types of modelling procedure. I call these didactic and pragmatic modelling respectively. Almost all textbooks relating to mathematical modelling pose problems that can be classified as didactic. They do this simply because their authors want their problems to be "do-able". These problems however, are far removed from reality even when their validation seems to lend credence to the claim that a solution to a real problem has been found. These didactic aspects of a problem have little value because the problem itself has almost always been posed within a known and presupposed conceptual framework - hardly what Ormell

wants! I am much reminded of Einstein's paraphrasing of Kant, "As far as the laws of mathematics refer to reality they are not certain and as far as they are certain they do not refer to reality".

Pragmatic modelling on the other hand does not presuppose and is, by its very nature, difficult. In one form no conceptual presupposition is involved while in another, for example, such presuppositions are totally acknowledged and in fact are part of the modelling process itself. The outstanding scientist or the practising engineer will I hope recognize the distinction being made.

Therefore by all means introduce aspects of applications of mathematics into the classroom with clearly identified and well defined aims and objectives, but I would, I fear, be stretching our present knowledge rather too far to advocate their use in order to teach children to be more flexible in their conceptual constructs.

Yours sincerely,
F. R. HICKMAN,
Department of Mathematical Sciences and Computing,
Polytechnic of the South Bank,
London.

Academic mark-ups

Sir, - I refer to the recent letter from Mr Macartney (*THESE*, August 10) concerning disproportionate mark-ups on many academic books of US origin.

I am sure that many of your readers will be delighted to learn that the mark-ups of three publishers in this group have been substantially reduced with effect from July 1, 1984 in a conscious attempt to overcome the situation he cites. It is to be hoped that Mr Macartney and his professional colleagues' purchasing toward those publishers who are making a concerted attempt to keep prices down.

I would sound a mild note of caution on the comment concerning competitiveness of UK publishing: a very substantial part of UK publishing output now derives from the UK end of American parent companies, especially in the academic field, and their pricing policy is dictated to some extent by local pricing levels. I don't think it's a question of reducing to "inferior" but rather of recognizing the very considerable contribution they already make to UK academic publishing.

May it not be better to substitute the real need for good "scholarship" for the attitude of "protectionism" but to make the producer aware of the fact that current price levels are, in real terms, too high for the many people who would like to possess personal copies of many works of scholarship. Yours faithfully,
NEVILLE GOSLING,
Director, University Presses of California, Chicago and Harvard.

Open chance

Sir, - In view of the recent publication of A level results and the particular restrictions on university and polytechnic entry this year, it may be useful to remind educational advisers that the Open University recently decided to lower its entry age for degree level courses to 18 (our community education courses have always been open from 16-up).

In doing so the OU is not intending to compete with full-time degree studies at conventional higher education institutions. Undoubtedly the option of mandatory grant-supported full-time study is likely to be the best for most 18-year-olds.

However the OU may be an option worth considering for a few students. Disabled, domestically-burdened students, or students failing to achieve conventional entry qualifications yet capable of degree study are perhaps examples.

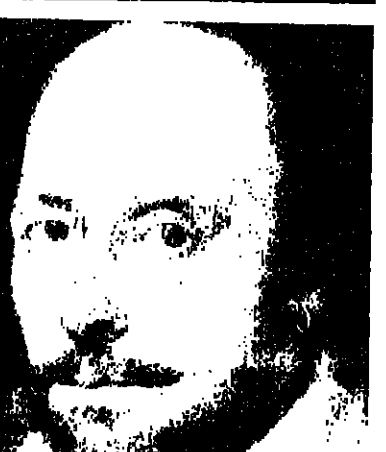
The decision to lower the age limit applies to applications for entry to the OU for January 1986.
ORMOND SIMPSON,
Senior Counsellor,
The Open University.

Much ado

Sir, - N. F. Blake's review of *A Dictionary of Shakespeare's Sexual Puns and Their Significance* (*THESE*, July 13) says that "This book has enlarged the number of possible puns in Shakespeare" and contains "many puns" not in Partridge (the "many" are actually more than 750). My book, having thereby fulfilled one of its stated goals, I question the appropriateness of its being labelled 'love's labour's lost'; and, since Professor Blake is pleased to jest, I submit that his devotion to discovering error (as error there must be in a work of this scope) might, perhaps, be viewed as much ado about nothing.

The reviewer invents and then discounts claims that I do not make. Nowhere in my introduction, for instance, is there the "implication" that even word-conscious Elizabethans could understand all of Shakespeare's puns "at first hearing" - an incredible conception; on the contrary, in the course of developing several lengthy illustrations of complicated punning patterns, I specifically say, "It is only the reader who can know the richness of Shakespeare's punning".

Neither did I set out to provide a "complete list" of Shakespeare's sexual puns but, rather, to identify "hundreds of still unnoted puns"; hence, Professor Blake should not have been "puzzled" by the exclusion of *count*, since footnote 7 supplies



Shakespeare: full of riches

Extra work

Sir, - Philip Nind (*THESE*, August 24) writes that universities will only take continuing education seriously when extramural departments are abolished. He is wrong. This can be shown quite easily by pointing to those universities, including Bristol, that already consider continuing education as an important part of their mainstream activities and in which the extramural department makes a considerable contribution to this work.

There are a number of possible models for the structure of the organization in a university to provide continuing education. Examples of those can be found in universities throughout the world. A study of these shows quite clearly that the universities that provide continuing education most effectively are those that have a special division to do so. Whether this is called an extramural department or is given some other title is of little consequence; the important thing is that it should exist.

Without doubt, all extramural departments in United Kingdom universities could, with advantage, broaden and develop their work. But to abolish them would have precisely the opposite effect to which Mr Nind (I assume) and I wish to see, namely the further development of continuing education in all its forms in the universities.

Yours sincerely,
EDWARD THOMAS,
Director, Department of Extramural Studies,
University of Bristol.

Design power

Sir, - In response to Janet Daley's letter (*THESE*, August 17) on my article "Design for Learning" as a designer I am as attracted as the next woman to the heroic idea of designer as visionary of "alternative realities" but there is a danger of giving too much attention to the "envisaging" (thinking up) and "depicting" (drawing) side of the design process without attending to the problems of production, representation and reception. As a conveyor of meaning design has a great deal of power. If the intention is to make

useful contributions to industry or elsewhere, then designers need to give urgent attention to how those meanings are received and understood by the public.

I agree with Brian Holder about concern for present practice. Perhaps what he has failed to grasp was that my intention in taking an historical perspective was to point out how we are still repeating the mistakes of the past and may continue to do so unless we recognize that fact and decide how to design a firmer grounding than the precarious void between art and industry it occupies at present. May I take this opportunity to point out a correction

in the last sentence of "A Tale of Two Cultures": "... prestigious art-orientated degree courses with technical content" should read: "... with little technical content".

Yours faithfully,
JUDY ATFIELD,
Cock Lane,
Hoddesdon, Herts.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Lecturers hope for quick reply on pay

by Karen Gold and David Jobbins

Leaders of the college lecturers' unions are eager for a speedy response from Sir Keith Joseph to the independent arbitration report on their pay claim.

Some sources suggest the findings may be given to the Secretary of State for Education and Science during next week but it could take the arbitrators longer to balance the lecturers' case of unwarded increases in productivity against the employers' argument of inability to pay more than they have offered.

In the 1980 arbitration the then Secretary of State, Mr Mark Carstairs, received the report only a week before announcing the Government's acceptance of its recommendations despite the lecturers' reservations. A similar Cabinet battle would delay the process considerably and inject uncertainty into next year's public expenditure calculations.

Union representatives and local

education authority leaders met for arbitration last week without the acrimony of the meeting between school teachers and employers two days previously.

The employers were sympathetic to much of the lecturers' case, according to Mr David Triesman, negotiating secretary of the National Association of Teachers in Further and Higher Education. "People were not arguing about whether there was any justice in our claim," he said. "It was very much more a question of whether it was fundable and whether the Government would come through with any more money."

The lecturers' side has argued that productivity in advanced tertiary education has increased by 20 per cent since 1982, while pay has fallen 20 per cent behind comparable earners since 1980. The arbitrators at the Advisory, Conciliation and Arbitration Service are expected to take around two weeks to reach their decision, which will go to Sir Keith, who can overrule it.

The employers submission to the Advisory, Conciliation and Arbitration Service, published last week, says that local education authorities cannot afford to pay further education staff more than the 4.45 per cent offered in April and recommended for acceptance by Natfhe's negotiators but later rejected by the members.

The offer "was made in good faith and there was no intention or expectation that it would form a base line for reference to arbitration" the submission says. "The unprecedented non-ratification of a committee agreement is not helpful to the climate of trust in which FE negotiations have traditionally been conducted."

"An arbitral award which departs from the April 16 agreement will add to this difficulty and weaken the credibility of the Burnham Committee for years to come."

A pay award exceeding 4.45 per cent, in the context of restrictions of local government overall spending,

would mean authorities may be forced to cut education expenditure of premises and teaching materials or to cut teacher numbers and worsen student/teacher ratios the submission says.

All local authorities are spending up to their Government targets, and some will exceed them. But the Government will not relax spending targets or increase grants to meet a higher pay award, it says.

The employers oppose a staged agreement through the year, and changes in the pay if LIs, either to increase their salaries disproportionately or to make transfer from LI to L2 automatic. They also reject any direct comparison between university and public sector pay. An award above 4.45 per cent would also encourage other public sector unions to pursue higher awards, putting local authority finances under even more pressure.

But they do promise a full review of lecturers' pay scales to deal with some of these items.

Cambridge state school figures up

For the first time it appears a clear majority of students winning places at Cambridge University last year came from state schools, according to statistics just released.

The latest issue of the university's *Register* shows that 51.26 per cent or 1,401 of the entrants last October came from the maintained sector, with 48.74 per cent or 1,332 coming from private sector. This compares with 49.47 per cent coming from the private sector in 1982.

The proportion from state schools entering Cambridge has been creeping up in recent years, largely because of strenuous efforts by admissions tutors to widen their net of applicants. They have faced criticism that the Oxbridge entrance system over the years has tended to favour public school applicants.

The number of state schools successfully sending entrants to Cambridge has also been steadily increasing. In 1971, 1,251 entrants were drawn from 600 schools. By 1982, 1,300 entrants were drawn from 689 schools, and last year 1,401 entrants came from 737 schools. Just 277 schools supplied last year's private sector intake of 1,332.

John Hopkins, senior tutor at Downing College and chairman of the college representatives committee currently studying Cambridge admissions, said the figures were very interesting and reflected efforts by colleges to attract more applicants from all quarters.

The figures came just as Cambridge tutors prepare for further study of a proposal to introduce a sixth-term entrance examination, modelled on the current S level, to be taken by applicants alongside their A levels. The idea has been supported in principle and a further meeting takes place in October.

If the idea is pursued, a host of separate subject working parties could be set up to draw up detailed examination proposals. Optimists believe with that progress the first Cambridge "S level" could be on offer in summer 1985. Entrants would face a difficult transition year with the usual autumn entrance still available in 1984 and 1985, but dropped by 1986.

Action plan compromise

A compromise has been reached in Scotland to allow the threatened action plan for 16 to 18 year olds to go ahead at colleges this session. The Education Institute of Scotland has accepted a suggestion by the two rivaling councils, the Scottish Technical Education Council and the Scottish Business Education Council, that private agencies will not have access to course materials this session. The institute had previously been considering a stopgap of the plan.

Mr Andrew Moore, chief officer of SCOTBEC, welcomed this "breathing space" which would mean that examinations for thousands of students would not be jeopardized.

DES unions prepare for job targets battle

by Paul Flather

Civil service unions within the Department of Education and Science are preparing for a tough battle against new Government job targets which will mean up to 100 more posts lost by 1988.

In fact overall DES staffing is set to remain steady at around 2,400 posts over the next four years, but cuts are needed so that the Government can meet an election manifesto pledge to expand its schools and colleges in spite of the cuts.

The new 1988 targets are part of the Government's overall policy to reduce Whitehall staffing to 393,000 by 1988. It has met its first five year plan comfortably, shedding 113,000 jobs since taking office in 1979. Whitehall now consists of some 630,000 posts, smaller than at any time since 1945.

According to Treasury figures, the DES and University Grants Committee has lost some 330 posts during the Conservative administration, though the DES puts the figure at less than 300. Some confusion is caused by the transfer of the Office of Arts and Libraries in to and out of the DES.

The trade union side, involving representatives from all civil service unions, has made clear its opposi-

tion to further cuts. It also believes the work of the expanded Her Majesty's Inspectorate - to extend work in teacher training areas, the Youth Training Scheme, and public sector higher education - will suffer if other DES sections are run down.

They are worried about the introduction of new technology which seems certain to cost up to 40 posts at the Darlingford offices of the DES where much routine clerical work is done. The small Canons Park site in London is also being wound down.

Mr John Dunbar of the Civil and Public Services' Association, who is chairman of the trade union side, said fewer staff were being stretched to do more and more work, with the result that work standards, morale and promotion prospects had all been hit.

A typical example concerned the further education survey of student staff ratios which involved three staff members working flat out last summer, but this year is being produced to the same deadline with less than two full time staff.

DES management said manpower ceilings had been agreed and the loss of posts was needed to allow the FMI to expand. Further meetings are now scheduled for the end of next month.



Finding out what the earth's crust is made of the Rt Hon John McKay, Lord Provost of Edinburgh (right) is shown round an exhibition of Geological Maps of the World at the Open University by the president, Mr Norman Butcher. Mr McKay is an Open University student himself.

A level grading review will only 'reshuffle the pack'

A level grading may become fairer as a result of the review announced this week by the Secondary Examination Council, but it will not increase the number of young people going to university.

This is the view of both Mr Peter Dines, deputy chief executive of the SEC and Professor Jack Allanson of Birmingham University, who is chairing the working party reviewing A level grading, in particular the narrowness of marks between grades B and D. Mr Peter Dines pointed out this week that attempting to make the system fairer could simply mean different young people going to university.

"It will not increase their numbers, simply reshuffle the pack. In many ways the review exposes far bigger questions beyond A level, as to what society wants for its young people out of university."

Professor Allanson made the same point that it would simply mean a different number of candidates going to university and others not, as universities had limited number of places and limited finance. "This is the constraint as long as you have entrance not determined by the quality of performance but by the Government's view of the numbers who should be in the system," he said.

The review, the first for 12 years, was set up in the spring following the issue last year by the Joint Matriculation Board of a pamphlet outlining the deficiencies of A level grading, and the separation of certain grades by only a handful of marks.

The working party intends to report to the SEC in 1985 after which it will be up to the council whether it issues advice to the Secretary of State for education. In 1972, changes in grading were rejected by Mrs Margaret Thatcher, then education minister.

Basically the working party is looking towards moving away from defining grades in terms of the percentage of

Aston faces threat of strike

Aston University faces closure in a national campaign of industrial action aimed at saving the jobs of technicians threatened with the first compulsory redundancies in the mainstream of the university system.

The university has issued redundancy notices to 36 non-teaching staff, most of them technicians, and including a number of trainees. Now the Association of Scientific, Technical and Managerial Staffs is seeking aid from other campus unions in its attempt to make effective the sanctions it has been operating since the notices were issued.

National officers of the main campus unions are due to meet ASTMS in Birmingham today and are expected to be briefed on a strategy discussed by the ASTMS technicians national advisory committee yesterday.

They hope for full support from the other unions in what could lead to a total stoppage by non-teaching staff at Aston and industrial action elsewhere.

The ASTMS branch at Aston has voted for an indefinite strike from September 10 and is maintaining picketing at the university in an attempt to disrupt deliveries. The union's national committee chairman, Mr Eddie Sands, hopes that at least physical and financial assistance from other universities can be pledged.

"The picket line will continue," Mr Sands said. "Between now and September 10 we will be discussing whether to advise our members to go ahead with their decision to take all-out strike action."

A dilemma for the union is that by fighting for the technicians' case they may only defer redundancies until after University Grants Committee money for the non-teaching staff severance scheme runs out at the end of September.



... BUT BASICALLY I APPLIED TO GLASGOW TO READ CLASSICS BECAUSE I WANT TO BE AN ESTATE AGENT.

Classic appeal

Glasgow University has been extolling the benefits of a classical education to school leavers. The department of Greek and humanity (the traditional Scots name for Latin) reckon it is not enough to point out that "a knowledge of Greek and Latin actually helps you to understand English."

Their brochure highlights other attractions: Latin is taught in "the old humanity class room, a fine old lecture room where portraits of famous scholars of the past hang on the walls." Greek is even more enticing: the department has moved into "a house of its own in a quiet tree-lined street."

the pack'

candidates and towards setting more exact standards for each grade ranging from excellent to definite failure - that is, a greater measure of criterion referencing.

It is likely that this will help borderline cases, particularly those lying between grades B and C, because of the narrowness of the C grade and the threat to higher education chances a drop in marks implies.

Guidelines set by the Government in 1980 specify that the top 10 per cent of students in each examination should get grade A, the next 15 per cent B and so on, but there is apparently variety in the way this is applied.

DON'S DIARY

Last month staff and drama students from Leicester Polytechnic's BA in performing arts attended the Fifth International Festival of Drama Colleges at Bratislava. They were the first British delegation to be invited to what is primarily a forum for the East European academies.

DAY 1
I leave London a bit worried. We are not strictly a professional drama school, but one of the Council for National Academic Awards courses in performing arts that have been spawned of late, and I am somewhat apprehensive as to how we will stand up beside the professional institutes of East Europe. But I believe in the value of these meetings and have enjoyed everyone (with minimum financial support) into going.

The first shock is at Vienna airport where, amid sheiks and Mercedes we await the bus to Bratislava. Bratislava is more or less at the centre of what the Austro-Hungarian empire, a mere 30 miles or so from Vienna, and the Slovaks have cunningly retained a twice daily bus service to the airport.

As the bus, like something out of *Zorba the Greek*, steams round the corner, the students' faces fall. Our first East European contact is the truculent bus driver who has no change (one pays, of course, in Austrian schillings) and, of course, the fare has just gone up.

DAY 2
The official opening - Russians, French, East Germans, Czechs, Slovaks, Portuguese, Hungarians, Poles, Bulgarians - and us. The Italians have cried off and no one seems to know what happened to the Romanians.

The first performance is by the Hungarian State Drama Academy from Budapest - just down the road from here - *King John* by Durrenmatt. An absurdist rendering of Shakespeare with an interminable electronic score and one fine central acting performance. At the club later I attack the Hungarian director - *wonderkind of the National Theatre* - for not having the courage to tackle the Shakespearean original.

By this time we have also sat through a piece of lack-lustre Pirandello from the Bratislava Institute, translated badly as *Dressage* and *Naked*. Meanwhile we rehearse our 15-minute *Hamlet* (the Stoppard version) and John Godber's *Happy Jack*, a strange double-bill to have brought.

DAY 3
The Portuguese, from Coimbra, have created a furor. They must have 10 hours technical rehearsal for their production of Wedekind's *Spring Awakening*. In spite of having been told to bring a simple show. They have brought families, trees, furniture, so the Bulgarian *As You Like It* has been ousted to make room.

The Portuguese director has twigged that Wedekind was on about fertility and tumescence, so that each scene is accompanied by a bizarre tableau of Greek gods and goddesses with sheaves of corn behind a gauze; the dialogue is disguised by any number of falling screens, moving lights and projections, in fact, everything possible to get between us and the play.

At the interval most of the audience leave and at the end the director blames the festival authorities, a speech which is greeted by a deafening silence and the tearing up of all future international invitations.

The Portuguese have to get out quickly to make way for the French troupe from Villefranche-sur-Saone, who have come to Bratislava complete with mayor and corporation. Their performance of Marcel Maréchal's *Bouquet pour Guignol* is a sentimental romp, done with some style but little substance and plays to a packed house.

However the day ends with the students from Janacek Academy in Brno performing with a fine energy and discipline a peasant anti-Russian gentle staccato by Janáček called *The Flea*, which goes down well. It confirms my intention to try and arrange an exchange between ourselves and Brno.

DAY 4
Sunday, each group is asked to provide a delegate to attend the ceremony in memory of the Slovak national uprising of 1944 (and of the liberation by the Soviets). Someone speaks at the Russians, and for a moment the undercurrent surfaces. Today, however, there is some fine acting from the Leipzig State Academy - scenes from *Hamlet*, a *Midsummer Night's Dream* and a marvellous two-hander by Heniz Drewnick called *Hunters*, an East German satire on the impotence of artists, brilliantly acted by three first-year students. The festival gets a lift, but the theatre is less than full for the Germans.

It is packed later on for the newly-scheduled Bulgarian *As You Like It*, all in white with a large circular zodiac back stage, and performances and direction of mind-boggling prettiness punctuated by inept dancing which has the audience falling about. After the interval about 25 people return; the Russians flummoxed about what they see as a political act against the Bulgarians! The Bulgarians themselves cry...

DAY 5
Dawns clear: the Portuguese have gone, the Bulgarians have drowned their sorrows. At 2pm the curtain goes up on *Happy Jack* from Leicester - to a packed house waiting, no doubt, for the next debacle. How will it respond to a static piece with two chairs? When will they start walking out? But Mike Leese and Helen Longman have worked long and hard and after the scene of the first big row between Jack and Liz the audience begins to applaud. They are really listening and the play ends in triumph for the players, for the director Phil Green and for John Godber. Everyone wants translations.

After this joke *Hamlet* is just what the festival needs - a good laugh. Nick Arnold has directed it in funny hat and toy goggle-spect, with a ghost on roller-skates, and the audience falls about. Relief and pleasure that Leicester has brought some quality to this rather staid event.

DAY 6
The Poles from Crakow give a characteristically fulsome rendering of Gogol's *The Cloak* - another predictable classic from the syllabus - and the Russians have to end the festival with a piece of Kondratiev, a turgid story set in the Second World War which manages to bore most of the audience while insulting the Germans, who walk out.

Why do the Russians do it? Is it, as Timothy Garton Ash has recently pointed out, that their imperialist nature is incapable of allowing other nations their feelings? Why have they not allowed their students to perform the new play which had been prepared?

We leave in the early morning along the escape route to Vienna, after the grand party at which the Russians won the roast pig; thankful for the generosity of the Slovaks, the standards of the Leipzigers, for the openness of the Russian students, the energy of the Czechs. I am convinced, as ever, that these meetings must go on, but fearful of the gaps that are now appearing between the staff and students in these creative institutions. The greyness has something to do with commitment and purpose, and reflects the change that is coming over the youth of Eastern Europe. Somehow the creative schools have to revive, but the way forward is far from clear.

Noel Writts

The author is head of performing arts at Leicester Polytechnic.

DES in research heads hunt

by Jon Turney
Science Correspondent

The Department of Education and Science has still not found a permanent replacement for Sir Hermann Bondi, who retires from the chair of the Natural Environment Research Council at the end of September.

Sir Hermann is still set on leaving the council at the end of his four-year term, to spend more time on his duties as Master of Churchill College, Cambridge. The DES has now decided to make an interim appointment to the chair of the council, rather than leave NERC business in the hands of other council officers.

The NERC is one of the three research councils where the chairman is also chief executive. In the Medical and Agriculture and Food Research Councils, the chief executive is the secretary, a career appointment. The DES has also appointed a firm of headhunters to find a replacement for Sir Ralph Riley, AFRC secretary, when he retires next year. The department may now have to do the same to fill the NERC post. Several well-placed candidates have turned the job down, including Professor Ron Oxburgh, president of Queen's College, Cambridge.



Sir Hermann Bondi and Sir Ralph Riley: both retiring

It is understood the interim NERC appointment will be a recent member of council. One member thought a likely candidate is Mr Hugh Fish, who recently retired as chief executive of the Thames Water Authority. Mr Fish refused to comment on the appointment last week.

The DES will announce the interim chairman in the next few weeks, and will stress that the choice is made without prejudice to the selection of the eventual full-term chairman for the council.

NERC staff will be anxious at the prolonged uncertainty about the final appointment as many are waiting to see the future shape of the council as it moves through decisions on restructuring its institutes and reducing staff numbers. The problems over the appointment are also an embarrassment to the DES, which has to find new heads for NERC, AFRC and the Science and Engineering Research Council over the next year.

Review body invites comments

by Olga Wojtas
Scottish Correspondent

Scotland's tertiary review body is clearly paving the way for advice on whether the Scottish universities should come under Scottish control. The Scottish Tertiary Education Advisory Council, which is due to complete its higher education review by next June, has asked for comments on the principles which should govern relations between the universities and other institutions. It also asks for views on the funding arrangements for higher education in Scotland.

STEAC has written for comments to institutions and organizations concerned with higher education, but the council's chairman, Mr Donald McCallum, stressed that submissions were welcome from any group or individual who wished to contribute. The council has made the minor concession of extending the deadline for comments to November 16. Mr McCallum had initially called for submissions by the end of October, but there were complaints that this was too soon after the beginning of the new session to draw up reports.

Comments are also sought on the future demand from various groups for places in higher education, including school leavers, mature students and people within further professional education. Advice is asked on the roles of the different sectors of higher education in meeting the demand for places.

STEAC also wants submissions on "priorities for Scottish higher education, taking account of the aspirations of students of all ages, the requirements of employers, and the interests of the taxpayers".

Fruit machine cash for miners illegal, LSE told

The Attorney General's office has warned student leaders at the London School of Economics that it would be illegal to hand over fruit machine takings to striking miners.

A letter to the union's Liberal secretary, Mr Edwin Lucas, from the Treasury Solicitor makes clear that fruit machine profits are part of the union's income and can only be used for its charitable purposes. It adds: "As you will be aware from the guidelines issued by the Attorney General (Sir Michael Havers), any unauthorized payment out of student union funds can result in the officers of the union responsible for making the payment being personally liable."

Mr Lucas and Mr Moszynski, an independent, have also told the Treasury Solicitor they are not responsible for allegedly ultra vires payments made before they took office including payment of legal costs to LSE students arrested at a CND demonstration outside the House of Commons last November, bussing students to the Greenham peace camp in December 1982, and SWAPO.

Everything's coming up roses at Lancashire

by Karen Gold

Red roses are the new romantic image for Preston Polytechnic when it changes its name to Lancashire Polytechnic tomorrow.

The red rose of Lancashire is only part of a complete facelift for Preston's public image to accompany the name change, planned by a major firm of London designers whose past contracts include singer Elton John's Watford Football club, Pakistan International Airlines and the launch and logo of the Social Democratic Party.

All the polytechnic's stationery has been reprinted; there are posters advertising Lancashire Polytechnic on British Rail stations in the region, new names for all the polytechnic's buildings (previously known as A block and so on), and new signs for the buildings, the prospectuses and the cars. The printing costs without the design fee were over £10,000.

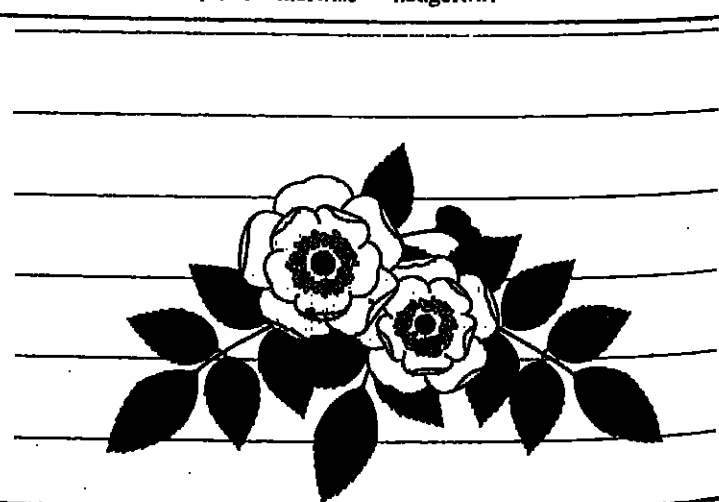
A reception for county councillors is planned for October, but otherwise

the name change is intended to be low key. The polytechnic was designated in 1973 and now has 6,000 students on over 100 courses.

Its director, Mr Eric Robinson, said that the first aim of the polytechnic was to increase the number of Lancashire people, both the young and the not so young, who have the benefit of higher education.

"Our collaboration with Nelson and Colne college in offering this year for the first time ever the opportunity for degree study in the Pendle district is an indicator of future development", he said.

"The polytechnic will not wait for people to come into Preston, it will go out to meet them in all parts of the county. The spirit of the polytechnic is symbolized by the new red rose insignia. Chosen to express our belief that education is a social process, the motif is not a single refined bloom, confined to a select and protected garden, but a wild sprig that might appear in any hedgerow."



New exams warning

The Royal Society of Arts warned this week that schools and colleges may be unable to cope with new examination proposals because of lack of resources.

The RSA, one of the largest examination boards in the country, says that given a declining age group, together with the lack of relationship between the proposed Advanced Supplementary levels and the Certificate of Vocational Education, schools and colleges are unlikely to have the resources to offer both.

"It is therefore possible that some young people for whom CPVE would be appropriate, would not be offered courses leading to that certificate. We think the Joint Board for Vocational Education should urgently state its position on the relationship between AS levels and the CPVE," the RSA says.

Gourmet guide to universities

by Paul Flather

Loughborough, Kent, Dundee, Hull, Leicester, and Stirling are the most popular universities in terms of the number of applicants bidding for each place, although Oxford and Cambridge, Bath, Durham, Edinburgh and York still remain the hardest to enter when measured by the average A levels of successful students.

The data comes in the new *Good University Guide*, perhaps the most comprehensive guide to higher education institutions yet published, which sets out to do for universities, polytechnics, and colleges of higher education, what the *Good Food Guide* did for restaurants.

It has been compiled by *The Sunday Times* from replies received to two separate questionnaires in the past two years from every university, polytechnic, and almost all major colleges. About half the student unions and some individual students also replied.

Institutions can be ranked according to an array of different indices, from applications per place and average A level scores (together suggesting a popularity coefficient), to books per student, average unemployment of graduates, numbers of first and upper second awards, hall and sports facilities, and, most controversial of all, the average dropout rate.

A top version in *The Sunday Times* magazine last year left many doors flung at the throw-away lines describing their campuses, and the current guide will no doubt provoke similar hostile reactions. But with

entry into higher education becoming more and more competitive, many accept that such guides are both inevitable and a useful start.

The Guide describes Leicester University for example as "middle-of-the-country, middle-size, middle-of-the-place, although Oxford and Cambridge, Bath, Durham, Edinburgh and York still remain the hardest to enter when measured by the average A levels of successful students."

Wales comes in for some particularly harsh comment with the polytechnic described as one of the smallest and least dynamic based in "dull, dull, and grey Treforest", while St David's University College, Lampeter, is "in the middle of nowhere" with a regular drop-out in the early weeks as students discover that isolation is not for them.

The purpose of the guide however is to allow students to make more informed judgments. Mr Peter Wilby, the author, said: "All this information should be publicly available. It is up to students now to use the material to choose the courses and institutions that are best for them."

For universities, applications per place range from Loughborough (18.4), Kent (18.1), Dundee (17.5), Hull (16.8), Leicester (16.5) and Stirling (16.1), down to Royal Holloway College, London (8.8), Goldsmiths', London (7.2), Durham (7.1), Oxford (2.8) and Cambridge (2.7).

In terms of A level scores (measured by giving an A grade five points, a B four, and so on) the average Oxbridge

entrant has 14 to 15 points, Bath, Durham, York, Edinburgh and Manchester all have scores of 12, while among low scorers are St David's (7.5), Newcastle (about 8 in 1980), and University College, Swansea (9).

Books per student range from Oxford (384), Cambridge (319), Manchester (275), and St Andrews (231) to 15 institutions with less than 100, including Strathclyde (49), Salford (74) and Bath (77). Of course science-orientated institutions would emphasize laboratories over libraries.

An unexpected range from 57 per cent (Cambridge) to less than 30 per cent (Hull, Queen Elizabeth College, London, and University College, Swansea) is shown in the proportion of firsts and upper seconds awarded, and the drop-out rate, largely estimated, but often by 1 per cent at Cambridge to 16 per cent at Goldsmiths'.

The most popular polytechnics by applicants per place are City (21.3), Preston (26.2) and Oxford (18.1) compared to North East London (4.9), Robert Gordon Institute of Technology (4.5) and Teesside (5.7). The average A level score is six points, with Oxford the highest shown at 6.5.

Books per student varies from Napier College, Edinburgh (26) and Plymouth (35) to Birmingham (97) and Brighton (99). The proportion of firsts and upper seconds awarded ranges from 50 per cent at Plymouth to 20 per cent at Central London.

The Good University Guide. Price £4.95. Published by Granada.

TUC courses face cash shortage

by David Jobbins

The TUC faces a further cut in Government funding for its courses for shop stewards and union activists with an increase in grant for 1984/85 which falls far short of the rate of inflation.

In cash terms, grant aid is set to increase by a mere 0.2 per cent from £1.7m for 1983/84 to £1.704m for the current year.

Inflation is currently running at 4.5 per cent and is expected to rise, hitting even more deeply into the trade union movement's resources.

According to the TUC, discussions with the Department of Education and Science and the Department of Employment over certain aspects of the offer are continuing. But it was not immediately clear whether these centred around the part of last year's grant subject to the so-called employers' veto.

TUC leaders who have recently opened their long-planned centre for trade union education are playing down the magnitude of the cut but there are fears for the impact on the numbers of tutors employed at colleges to teach the TUC's regional programmes, which has been funded out of TUC funds since the beginning of the financial year.

Last year, £200,000 of the £1.7m paid to the TUC for trade union education was earmarked for courses specifically endorsed by employers as being relevant and beneficial to good industrial relations and health and safety.

But the general council's report to next week's TUC congress in Brighton shows that in the event only £20,000 of the £200,000 was eventually claimed. The TUC blames the delay caused by detailed negotiations with the DES and DOE among other factors.

Figures highlight YTS influence

The influence of the Youth Training Scheme is clear in statistics about further education released this week by the Scottish Education Department. There was a slight drop last year in the number of students on pre-advanced courses, but a rise of 50 per cent in those on block release, which is provided for in YTS.

On part time courses there was also a rise of 43 per cent among those taking university degrees and 37 per cent for those working towards degrees given by the Council for National Academic Awards.

Competitors beat UK in engineering stakes

by Patricia Santinelli

The UK suffers from a major deficiency in its output of graduate engineers compared to its main industrial competitors, according to a report published this week which argues for a completely new approach to vocational education and training.

The report prepared by the Sussex University-based Institute of Manpower Studies for the National Economic Development Office and the Manpower Services Commission is claimed to be the first attempt to compare UK investment in training and human resources with that of West Germany, the USA and Japan.

It shows that Britain is lagging behind in its investment and arrangements not only for the training of engineers but in the initial training of young people and adult education and training.

The report which says that an adequate supply of professional engineers is essential to economic progress shows that in 1982 the UK produced 15,000 graduates with a degree in engineering, while Japan consistently produces 70,000 broad based engineers each year, and in Germany 53,000 students started engineering courses in the same year.

It states: "The UK is in danger of falling further behind and faces deep rooted problems. There is no critical mass in Japan. The narrowness of many courses makes students' choices early and speculative and limits occupational mobility. The relationship of supply to demand is weak and Finniston's criticisms of the vicious circle remains valid. The solution cannot be left to the Government alone."

Industry must take more responsibility for its supply lines by funding additional academic facilities if the University Grants Committee and local authorities' resources are insufficient, as well as encourage conversion courses.

Industry and the Government should insist on a more broadly based syllabus for engineering students and better preparation for flexible employment. Meanwhile industry should improve the image of engineers through changes in its employment policies and practices.

On initial provision for young people, the report points to substantial deficiencies. Only in the UK do the majority of 16-year-olds try to enter

the labour market - the Youth Training Scheme is a first step towards changing this. In Japan and Germany only about 5 per cent do and in the US most young people take the High School Diploma.

The report recommends that for the UK to move into the same league as other countries, it should ensure that at least 85 per cent of 16-year-olds achieve acceptable standards in a core of subjects. It should aim to enable at least 60 per cent of young people to enter the labour market with a qualification relevant to their employment.

The report suggests that this would mean a YTS orientated towards occupational competence, rather than foundation experience.

On adult participation in work related education and training, the report says that the available data for the UK for 19-64-year-olds is low compared particularly to the US and Japan. It says the UK cannot hope to compete with these two countries but could treat the German participation rate of 12 per cent as a goal.

The report does not, however, recommend an increase in public expenditure on education and training. It recommends instead that employers and individuals should increase their contribution, and says that available technical alternatives for raising additional finance within this framework should be explored.

To ensure that hard information about the performance of the education and training system in relation to the economy becomes available, the report recommends the setting up of a Research and Development Centre. This could be jointly funded by several Government departments and agencies, employers and unions.

Mr Geoffrey Holland, director of the MSC said this week that the commission is to consider a "Plan for Action" based on the report's recommendations at its October meeting. He said they would be looking closely at changes in the YTS, adult participation, and enabling 80 per cent of young people to enter employment with a qualification.

Competence and Competition - Training and Education in the Federal Republic of Germany, the United States and Japan, £6.50 from NEDO books, Millbank Tower, Millbank, London SW1. Leader, back page

Wanted: a proper job

BSc (hons), diploma in information technology, seeks employment as programmer, any location.

This one of 126 advertisements which appeared in *The Scotsman* from graduates seeking employment. It is the third year the newspaper has run the scheme, somewhat marred by heading the full page of adverts with cartoons of a serious-looking young man clutching a parchment, with a come hither look in her eye.

Many of the adverts are from arts graduates, with a preponderance of modern language degrees, but there are also science, business studies, computing and accountancy degrees.

One Dundee law graduate with her diploma in legal practice "seeks position as trainee solicitor, willing to work

for a pittance". A number of older people have also advertised. One is a 32-year-old former university languages lecturer.

A 22-year-old BSc in Environmental studies is currently employed as an assistant youth hostel warden, but would like geological work. A 23-year-old BSc in chemistry is seeking employment in any scientific field, any locale considered. He has been unemployed for a year, he says, although he is now doing his best to help young people at the Royal Infirmary alongside a sociology graduate who has been unemployed for two years.

He saw there was an opportunity last year to advertise in *The Scotsman*, but ignored it. "I didn't think I'd need to go to that length to get a job."



"Big Man" by Lynette Pizolu of the Central School of Art and Design, in the Pick of New Graduate Art, now exhibited at Christies.

SDP conference to debate power for young people

A new Declaration for Youth - a comprehensive package of policies for young people - is to be debated at the Social Democrats' annual conference in Buxton next month.

It is the first attempt by a political party to discuss education and training alongside housing, transport, leisure, drug abuse and other issues affecting young people.

The policy document, if it is approved, will form the basis of a major campaign by the SDP as part of International Youth Year in 1985. It was drawn up by a working party, including members of the SDP's youth and student sections.

A number of radical ideas are put forward in the document, including lowering the age of majority to 16 - a measure which the SDP youth wing expects to provoke most controversy at the conference - the introduction of "leisure passports" to give young people cheap access to daytime sports

and social facilities and sweeping proposals for student democracy in schools, colleges and universities.

On education, the document suggests replacing A levels with a new system - although no details are given. It says that too much emphasis is placed on academic achievement in the form of A level passes and higher education entrance.

It calls the current level of youth unemployment "obscene" and says that opportunities for education and training after 16 are "inadequate, unequal and confused".

Opportunities after 16 should include elements of education, and training with work experience to buttress the other two elements and provide a sense of usefulness and social responsibility. The report urges starter, shared and part-time jobs to help young people enter the labour market.

The working party wants to carry the torch of reform into higher education,

altering content; teaching methods and assessment to attract more people at all ages and provide a broader and "more relevant" education.

It also wants to see young people encouraged to take a greater interest in politics - partly through greater democracy in their own lives. They suggest school councils at all secondary schools, run by elected pupils with some say over resources and school rules.

Elected pupils over the age of 16 should also be full members of school governing bodies and in colleges and universities, the report says students should be able to participate fully in all committees, while staff-student liaison needs improving.

The document also urges full representation for young people on training schemes in trade unions and student unions.

It suggests that an Education Benefit for everyone over 16 should

replace students grants, child benefit and educational maintenance allowances. The benefit would still be assessed on parental income up to the age of 24, but linking into the SDP's simplified tax/benefit system and paid straight to the student. The youth council demands details with motion on equality for women tabled by the SDP's main Policy Committee.

The conference which starts on September 9 will also debate a motion on education which reaffirms the SDP's policy of restoring Government cuts over the last three years. It also confirms its earlier commitment to expand under-five and post-16 provision; review the curriculum; reform the exam system and improve in-service training.

The Liberals are to restore higher education to the political agenda with a full scale attack on Government policies during their assembly in Bourne-month next month.

overseas news

Student mountain keeps on growing

from Barbara von Ow

MUNICH

West Germany's student mountain continues to grow. Latest figures from the Federal Education Ministry show that in the winter semester 1983/84 the number of students will have risen by more than 70,000 over the previous year to reach a total of 1.27 million. This means that every fifth young German aged between 19 and 21 is a student at one of the nation's 238 universities and polytechnics.

The number of student beginners rose by 3.5 per cent to 233,000 since the beginning of this year. However, for the first time in six years the number of women beginning a degree course fell by some 3 per cent. The share of women in the total of student beginners, which had stood at 40.4 per cent in 1982, sank to 37.8 per cent. Of the 482,000 female students at German universities during the winter semester 1982/83, almost 30 per cent studied economics or social sciences, and only 7 per cent engineering, compared with 36 per cent of the male students.

At the same time the number of students entering degree courses in teaching, traditionally preferred by women, fell by 5,200 to 16,400, mainly in the arts subjects. Compared with 1982, 19 per cent fewer men and 26 per cent fewer women chose a teaching career, reflecting the deteriorating job prospects due to West Germany's shrinking birth rate.

Medicine and law, some of the most beleaguered subjects at German universities, also registered slightly fewer applications. However, there are still

15,000 applicants for 11,000 law places and 46,000 applicants for only 9,200 medical places. In human medicine there are five times as many applicants as places, in dental and veterinary medicine seven times as many.

Applications continue to rise for informatics as well as for engineering, which was chosen by 36 per cent of all male student beginners. More than 50 per cent of all 224,000 engineering students are now studying at polytechnics.

Meanwhile, a new study shows that while the tide of students continues to rise despite worsening job prospects, Germany may soon be facing a shortage of skilled workers. A report on "structural changes in academic employment" published by Bielefeld economist Hegelheimer, disclosed that while 8.6 young people completed a form of vocational training for every one graduate in 1960, this ratio had dropped to 5:1 in 1981. By 1991, the study claims, only two skilled workers may qualify for every new graduate.

According to the study, the number of employees holding university degrees doubled in the years 1961 to 1980, when 5.6 per cent of the working population held academic degrees. By the end of this decade, this share will rise to 8 per cent, the report predicted.

Almost three-fifths of all university graduates are currently employed by the state, primarily in the school and higher education sectors, the study finds. In private industry the share of academic degree holders has remained virtually unchanged for the past 20 years, it noted, standing presently at 1.7 per cent.

Election provokes wave of protests

from Carolyn Dempster

JOHANNESBURG

The election for coloured representatives in South Africa's parliament triggered demonstrations and boycotts by thousands of coloured, black and white students throughout the country this week in a wave of anti-constitutional protest.

At least 650,000 coloured students and schoolchildren participated in the boycotts, with several thousand more black and white university students staging protest marches.

At the University of the Western Cape, which caters solely for coloured students, it was determined that the entire student body boycott classes for a few selected days. The acting rector, Professor J. Durand warned that if the boycott lasted longer than two weeks, the university would be closed down.

Four hundred black students at the

University of Cape Town joined the protests on the eve of the elections for the coloured House of Representatives on August 22, and at the University of Natal's medical school, about 600 students boycotted lectures to express their rejection of the elections and the new constitution.

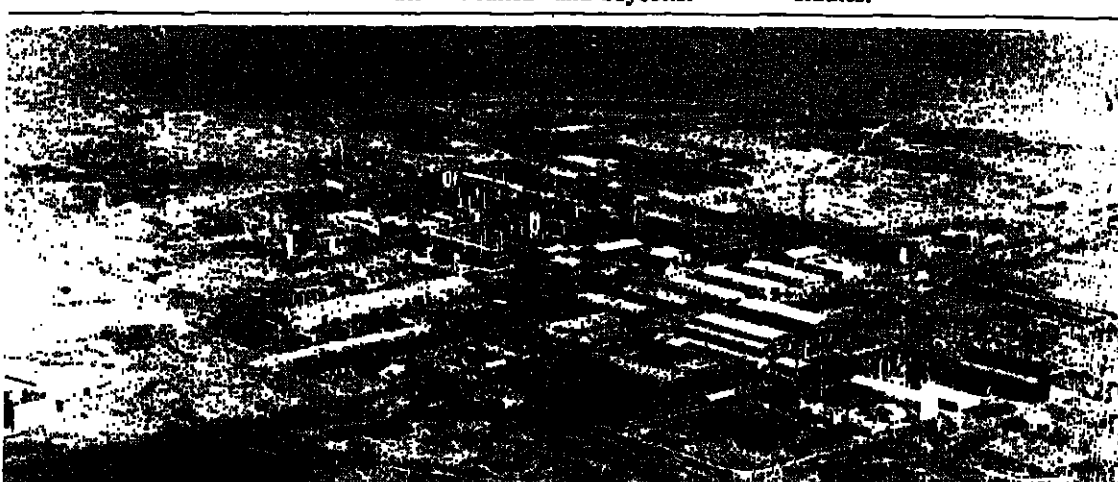
University of the Witwatersrand students were confronted by riot police wielding batons at a campus march on the day of the elections and were ordered to disperse, while at Vista University, in Soweto, black students burned a flag and replicas of two constitutions. The act of burning a South African flag now constitutes a criminal offence, but students said they wanted to protest at this "violation of human rights and dignity" in the strongest possible manner.

At least five student leaders were detained and some 30 teaching students arrested in the wake of the demonstrations and boycotts.

The student actions constituted a part of a solid front of resistance to the elections and implementation of South Africa's new constitution—a dispensation which affords coloured and Indian people a voice in parliament, but which denies a say to the majority of the country's people.

The sporadic unrest which has flared at ethnic universities since the start of the year continued this month with the closure of the University of Zululand (Ngoye) ostensibly because of a breakdown in the lines of communication between the students and the university administration.

At issue was the quality of the hostel food. After a two-day boycott of lectures and an incident in which a food truck was overturned, the rector Professor A. E. Nkabinde advised students to return home and re-apply for admission by the end of this week if they wished to continue their studies.



The controversial Cheminova plant

from Christopher Follett

COPENHAGEN

The University of Aarhus in Denmark has become involved in a pollution scandal, centred on the Cheminova chemicals plant in north-west Jutland.

In 1981, Cheminova, which is owned by Aarhus University, was ordered by the Danish government to remove 5,600 tons of deadly poisonous chemical waste from its square mile site on the isolated Harboere peninsula by the North Sea after tests carried out by the Ministry of the Environment revealed extensive acid pollution of the land and leakage into the adjacent Limfjord.

All sale of fish caught in waters near the plant was banned, a measure suspended by the total prohibition of all fishing in the fjord last year, pending further research (due for completion next year) into the state of fish life subjected to waste effluent discharged from the factory.

The cost of the removal of the first batch of waste—in 26,000 barrels—and its transportation to a subterranean saltmine in West Germany, estimated

University in pollution scandal

waste, which Cheminova is to dispose of within the next ten years. Ironically the pollution controversy comes to its head at a time when the University of Aarhus marks the fortieth anniversary of its acquisition by bequest of Cheminova.

Cheminova, which is today a booming commercial concern—comes under the Research Foundation of the University of Aarhus, whose programmes of scientific research it supports. There are currently 586 employed at the plant, where some 30 trainees and students work on chemical projects and now—in the wake of the pollution catastrophe—environmental and ecological research.

Nineteen eighty three was a record year for Cheminova, which is one of Western Europe's biggest producers of phosphorous insecticides and pesticides, 99 per cent of production going on exports to some 100 countries. Cheminova has more than doubled its production in the past eight years, registering last year a record pre-tax profit of Dkr 112m.

Entrance exam exits

from Terry Power

HAMILTON

The university entrance examination is almost certainly on its way out of the New Zealand education system.

Hearings into its usefulness are to go ahead, chaired by a former secretary of justice, John Robertson, and the new labour government's minister of education, Russell Marshall, has spoken in favour of its abolition. A fairly likely year for the changeover is 1986.

New Zealand youngsters with academic ability currently face external examinations in each of their first three years at secondary school. School certificate in the fifth form and university bursary in the seventh are the equivalent of O and A levels, with a scholarship exam available for the elite as an alternative to university entrance in the year between.

Successful bursary candidates have the minimum qualification to enter a university, but only 4 per cent do so immediately. Most intending students

have a seventh form year first, while University Entrance has become a qualification sought by employers varying from banks to some seeking apprentices.

In 1968, entry to the sixth form became easier when it could be gained with 180 marks in a student's best four school certificate subjects, instead of 200. This helped accelerate a trend towards having a substantial proportion of sixth formers for whom the much more academic university entrance was not a realistic goal.

There is an internally assessed sixth form certificate, including subjects like workshop technology and liberal studies which are not available for UE, and abolitionists want to see the certificate become available solely to sixth formers in future. So far, it has effectively been a consolation prize for those who do not attain UE. Schools can accredit UE on the basis of a pupil's work for the year: those not accredited sit the exam in November-December.

Solidarity's achievements whittled away, says report

Amendments to the 1982 higher education act have virtually "whittled" university autonomy in Poland, according to an assessment of the political, economic and social situation in the country, commissioned by the underground leadership of Solidarity.

The document, which has just reached the West via the Solidarity office in Brussels, was signed on behalf of the underground and provisional coordinating commission by Bogdan Lis, shortly before his arrest on charges of treason—charges which were not affected by the recent amnesty.

The document reviews the current situation in all fields of activity where Solidarity pressed for reforms during its 16 months of open existence. Although Solidarity wished to confine its activities at that time to purely trade

union affairs, the document says, it found itself obliged by prevailing conditions to come to the defence of others sectors too weak to stand up on their own against the "party-state bureaucratic machinery".

The Solidarity programme therefore included a number of proposals for reform in the political, educational and economic management sectors.

Since the imposition of martial law in December 1981, the gains of the 16 months of liberalization have been successively whittled away. Amendments to the higher education act allowed the government to overrule the election of university rectors at three of the country's largest universities (Warsaw, Wrocław and Poznań), and to suspend Warsaw University's

senate and electoral college, while amendments to the censorship law now permit virtually unlimited intervention.

As a result, one of underground Solidarity's main activities is the support of the "independent" (ie underground) press and self-education courses. Conventional trade union tactics such as strikes and demonstrations have been suspended except for demonstrations on major significant dates, owing to the severity of police repressions.

Even formal membership of the union is now suspended—it carries a potential sentence of three years in prison—although many former members (up to 30 per cent in some factories) still pay their dues regularly, while still more contribute in the form

of occasional donations.

One of the main recipients of these funds is the underground education movement, the successor to the "Flying University" of the late 1970s, where material help is needed for textbooks, as well as incidental expenses.

One interesting feature about the report is that it appears to distinguish between "underground education", which, it says, is "primarily organized for secondary-school pupils, university students and workers" and "spontaneous" self-education groups.

The latter, mainly small grass-roots organizations which sprang up in the early days of martial law, have been known about for some time in the West, in spite of the obvious secrecy under which they had to operate.

Pests set to wage war on pests and save cassava crop

by Thomas Land

Four West African countries have launched a gigantic experiment in biological pest control intended to save cassava—the staple crop of the region—from insects virtually immune to toxic chemicals.

The project enjoys the backing of

many universities and research institutions in Canada, the United Kingdom and the United States. If it succeeds, it will end an escalating agricultural disaster which cost the food-deficient African continent an estimated \$1.8 billion in crop losses last year alone. But the price of failure may be death and famine on a scale beyond measure.

The work is coordinated by the International Institute of Tropical Agriculture at Ibadan in Nigeria. The institute is funded by the Consultative Group on International Agricultural Research.

In the early 1970s, two insects indigenous to the Americas, the mealybug and the green spider mite, were accidentally introduced into Africa. They thrive on cassava, spreading at a rate of 300 miles a year.

Training takes off

An advanced aviation training institute will be established shortly in Montreal to help to alleviate the acute shortage of qualified specialists employed by the airlines of the developing countries, especially in Africa.

Lack of proper aviation training affects safety standards everywhere and the skill-starved national airlines play an important role in the social and economic development of Africa.

The projected International Aviation Management Training Institute is to be established by the United Nations' International Air Transport Association, with help from McGill University in Montreal.

The institute is to provide training and to coordinate the work already progressing at many universities and technical colleges with help from rich airlines such as Air Canada and Lufthansa. It will seek to standardize training courses and teaching materials designed for the airlines of the poor countries in order to reduce costs.

Access accounts for itself

Patricia Santinelli considers a report awaiting the verdict of the DES

Will the Government pass the litmus test of society by helping to release untapped human potential in the community? Next month or early October may well provide an answer to this question put in one of the most thorough reports on access studies in higher education.

It is an answer that has been long awaited by the report's author, Mr Ken Millins, who directed a Department of Education and Science sponsored evaluation project into access studies.

The project which evaluated courses between 1979 and 1983 was designed to see if there was sufficient evidence for the department to further encourage access studies—special preparatory courses for entry into higher education.

Mr Millins's own answer, backed by evidence from his report, is an unqualified yes. "Access studies must not be allowed to be a 1978 rocket, launching but short-lived, a venture into fragmented social engineering," he says.

He points out that out of an intake of 1,300 students over the period studied, two out of three students succeeded at the preparatory stage and out of these two thirds gained admission to higher education and are likely to complete their degrees and diplomas satisfactorily. A remarkable result from people who basically under-achieved at school.

He adds that the main reason for students abandoning their courses is not lack of ability, but because their resistance has been sapped variously by poor health, pregnancy, mental breakdown, unemployment and accommodation and mounting debts.

"For such reasons, equality of opportunity would appear to be a fallacy. The most that the majority of access students past and present can hope for is to reduce the gap with the more fortunate, not to eliminate it."

The report, however, has been with the DES since March. It has asked it statistics to examine the figures and is still considering how it will disseminate the information and whether it will publish the results.

It would be extraordinary if the department's delayed reaction was in any way due to the main recommendation of the report, namely that it should explore urgently how grant aid can be provided for students, or the fact that the majority of courses are located in the inner London Education Authority.

Only two local authorities have managed to provide discretionary awards and lack of resources has been singled out as the major problem by

most respondents, whether students, local authorities, staff in institutions, the Commission of Racial Equality or parliamentary commissions.

The delay has already led Mr Millins to move on one of his own recommendations, the setting up of a centre for access studies to higher education. This now exists at the Southampton Institute, funded by a grant from the charitable Hilden Trust.

The centre designed to provide a national focus for access studies, act as an advisory and consultancy body and undertake and encourage research. It has already succeeded in obtaining a grant from the Nuffield Foundation to study the progress and performance of former access students in higher education from the 1984/85 and 1985/86 sessions, another of the report's recommendations.

The centre is currently seeking funds for a study of community-based access studies in Manchester, and market research into the attitudes of professional bodies, other than the caring professions, to access studies.

These developments are rather ironic considering that not only was the evaluation project originated by the DES, but the actual setting up of the pilot access courses in seven authorities came into being at the DES's own request issued in 1978.

Basically this is a recognition by the DES that there are a group of people who although they under-achieved at school, could nevertheless make a contribution in a variety of professions, with the main emphasis being on the BEd, humanities and social sciences with teaching, youth leadership and social work being the chief careers envisaged.

In 1983, however, the spectrum was widened and new studies were created in building administration, business studies, civil engineering, computing law and town planning.

The creation of these new opportunities is one of the reasons why Mr Millins argues the DES should encourage access studies further. Another is the success of the students.

Mr Millins points to several reasons for this development. One is the

The courses

DES-initiated access studies are located in Avon, Birmingham, Bradford, Haringey, ILEA, Leicestershire and Manchester, with 80 per cent of them being in the ILEA area. Only ILEA and Manchester provide discretionary awards. Of the courses, 69 per cent are full time and 75 per cent of these are geared towards specific higher education work.

The number of institutions involved has risen from 16 to 33 from 1979 to 1984. Polytechnics are greater providers than universities, within a ratio of 9:2. Course provision increased by 227 per cent from 1979 to 1980. The proportion of courses in the caring professions has ranged from 46 per cent in 1979 to 39 per cent in 1983. The average annual rate of courses with a specific higher education outlet to multiple outlets is 74 per cent to 26 per cent.

The students

The majority of the 1,800 students were British black or Caribbean. The proportion has increased annually and is now 54 per cent of Caribbean to 33 per cent of British white.

Women outnumber men. During the first four years the number of women admitted to courses remained constant at 75 per cent to 25 per cent men. In 1983/84, however, the admission rate changed from 64 per cent women to 36 per cent male. The total number of women admitted, including 1983, was 1,276 compared to 554 men. Over the five sessions, Caribbean women formed the largest group, 57 per cent compared to 33 per cent white women. The proportion for men was 38 per cent and 45 per cent respectively. Between 1981/82 and 1983/84 there was an increase in the proportion of students in the 20 to 24 age range, from 25 per cent to 34 per cent, and a decrease in those aged 40 to 49 from 14 per cent to 6 per cent, mainly women. The percentage of those aged 25 to 39 remained broadly constant ranging from 28 to 31 per cent. The majority of access students come from skilled manual and non-manual backgrounds around 63 per cent compared with other university students, 70 per cent of who came from a professional or managerial background.

The achievements

Between 1979 and 1983, 67 per cent of students were successful in their access studies. Caribbean men and women represented 72 per cent of those. Of those who succeeded 94 per cent went on to higher education, 82 per cent to a linked higher education institution and 12 per cent elsewhere. Seventy-one per cent are expected to complete their degrees and diplomas. Some 70 per cent of students successfully passed their pre-BEd courses and 86 per cent entered BEd courses, 94 per cent of whom were of Caribbean origin. The number of unsuccessful students has remained constant from 1979 to 1982, but the composition is different. In 1979 27 students failed their assessment, in 1982 this was 14. In 1979 only seven left the courses but in 1982 this had increased to 20.

calibre of the students and their outstanding enthusiasm and determination.

Certainly the report contains a fascinating and somewhat uncanny account by students as to why they wanted to go on to access courses, their background and their ambitions.

It shows in some cases the lack of confidence prior to joining an access course, the desire, long-term for some, to achieve something beyond their current existence, as well as the hardship and difficulties actually created by choosing access studies.

The students' reactions reveal too that they felt there was not enough information about access studies, that many were unhappy about the lower status of access studies in comparison to O levels and the emphasis on social sciences where jobs are rare.

Mr Millins points out that another reason for the success of the students was the quality of those in charge of the courses. As a group they were a power house, yet they had few institutional resources. "Yet they thought and taught positively, creating an atmosphere in which mutual support and self confidence flourished," he says.

The third reason he gives is the close cooperation that developed between further education colleges and their linked higher education institutions. Mr Millins points to this as a unique feature in the English education system and one which deserves close attention.

Mr Millins stresses that even if the DES is not prepared to move on the question of resources, there are other areas where it could act with little or no expenditure.

One for example is the promotion of a greater degree of rationalization within access policies, as authorities have been left to interpret what has been a very wide brief without interaction from the centre.

In addition there is the whole question of full-time and part-time courses, their ratio to each other and the performance of students, particularly as the full-time mode creates financial difficulties, while at least on part-time studies, students can be in employment.

The study shows that half of the student body is Caribbean and that their proportion has been increasing annually, although Asian students only represent five per cent of the intake.

Mr Millins points out that it has been difficult to gauge the reaction of ethnic minorities' organizations, but that some individuals have shown financial and their personal capacities.

Some of the criticisms were that the DES initiative was a drop in the ocean, or smoke-screen and that the evaluation process was a delaying mechanism by the Government.

One Asian correspondent pointed out that the poor response from Asian students was, among other reasons, because of the poor level of financial support and doubts as to whether access studies were acceptable in institutions of higher education.

Mr Millins has not limited his recommendations to the DES. He suggests that local authorities should continue to review their access policies with particular reference to achievements, understanding and contribution of lay members, coordination of sub-degree work, to students and the rationalization of future provision.

He says that outside London one of the general impressions is that there is a cautious charting of unknown waters and a fine judging of scarce resources. Many authorities have had to opt for part-time courses because they were unable to grant aid students.

The picture in London is quite different with the ILEA's having spent some £2m between 1979/84 in grants aiding students. This is calculated on the basis of providing 90 per cent of 1,000 students with a £2,300 grant a year.

The report also makes recommendations for action by institutions. For example both further and higher education institutions are asked to continue collaborating and developing access studies so that they can provide a strengthened response to new requirements.

Mr Millins points out that generally he found in institutions a marked optimism about the future of access studies. It was felt that their appeal could be widened to the unemployed, those who had taken early retirement and those contemplating a change in career.



Drying coffee: alternative energy projects can make the process more economic.

Fuel for thought

Jon Turney visits the alternative energy course at Reading University

If you live on an island of coal in a sea of oil, like Britain, energy supply is taken for granted. Our problems, if any, stem from having too much, at least for now.

But for most of the world's population it is different. Everyday tasks like cooking, drawing water or drying crops depend on unreliable or over-stretched sources of energy: firewood, dung, musclepower, a few petrol engines if you are lucky.

Although our problems are so different, staff at Reading University believe that the knowledge of the industrialized world can help developing countries put their energy supplies on a sounder footing. The university energy group's master's course in alternative energy for developing countries is one way of doing this—teaching students from third world countries how to select the technologies appropriate to different jobs in rural communities.

The philosophy of the course, now in its second year, is very much in line with the "small is beautiful" approach outlined by Fritz Schumacher in the 1960s, and since developed by the London-based Intermediate Technology Development Group. The university engineering department has long-standing links with the ITDG, and plays a key role in the energy course.

But why teach appropriate technology skills here, making prospective students cross financial and language barriers which may exclude those from just those small rural communities who can benefit from renewable energy sources?

John Burton, who knows both sides of the problem after 15 years in Columbia, says one reason is that a systematic approach to renewables calls on an unusually wide range of disciplines. As well as physics and engineering skills, the appropriate energy technologist needs to have a little meteorology to assess wind, water or solar power prospects, botany and biochemistry to weigh up vegetable sources, "biomass", not to mention a little sociology and anthropology to try to understand how potential users may respond to new ideas.

Students also benefit from the cross-fertilization among approaches developed in different countries. Each newcomer to the course begins by drawing up a report on the energy position of his or her own country, so the university gradually builds up a stock of information.

Many students are already involved in energy projects at home and come to Reading to improve their technical knowledge. So they have much to teach one another, and the staff, about the local details of making new ideas work. "It's a mutual apprenticeship in which we are all learning from each other," John Burton says. This is helped by the wide differences in career level of the students. Last year a permanent under-secretary from the ministry of energy in Kenya worked happily alongside a Grenadian who had just graduated from Reading.

The kind of problem some less-developed countries face is well exemplified by work being done by Ukarran Bhimsen from Guyana on a solar drier for crops. As much as 70 per cent of the Guyanese coffee crop is lost after the harvest because not all the coffee grown can be dried in time to preserve it. A typical five-acre plot produces

30,000 pounds of coffee in a four-week harvest, and drying the beans using fossil fuels is costly and inefficient.

One answer may be to design a solar drier, collecting the sun's energy and directing it into a drying chamber. But the physics of the drier must be well understood to make sure the beans are not roasted instead of just dried.

Ukarran began testing solar driers in Guyana, but went to Florida, and finally to Reading to get deeper into the theory of these devices. He reviewed the different types of drier and chose one he hoped would suit the coffee crop. One version of the chosen drier now stands outside the Reading buildings rigged up to a battery of temperature and moisture recorders, so its performance can be studied over the summer.

The sun may be the ultimate source, but direct solar energy is not always the answer to local energy problems. Shukuru Kawambwa, a mechanical engineer from Tanzania is assessing the performance of a petrol engine when it runs on alcohol. Small engines like his are ideal for pumping water, but petrol is expensive to import. So why not try alcohol which can be produced from surplus fruit?

The problem is that engines designed in the West were not intended for the fuel which may suit Tanzania best, so they must be tested exhaustively to see if they can adapt to the new petrol substitute.

Another example of trying to adapt an existing device to suit local conditions is a slow cooker being developed by Andreas Dubois, a German electronic engineer who intends to work in Nepal. New ways of cooking can save firewood, hence tree cover, and cut soil erosion—helping make sure there is still food to cook. But there is rarely a powerful enough electricity supply to raise cooking heat. The solution is to build a kind of storage heater which takes in a constant low input and slowly warms a hot-plate.

This and other projects, ranging from solar desalination tanks for the Greek islands to biogas generation in Thailand, illustrate two other principles behind the course. First, appropriate technology is not necessarily low technology. The physics of the slow cooker is modelled on a microcomputer to check variations in the design. And computer models are used extensively at Reading in wind energy research, because the wind does not blow in research hours.

John Burton says he occasionally has arguments with students about the extent to which you can "parachute in" technology into a new community. He believes firmly that asking the local users first improves the ultimate design. That is one lesson it is relatively hard to put across in Reading, where local users only have to choose between oil or gas central heating. But he and his colleague Joy Clancy, also in the engineering department, hope that if the idea is raised during their students' time in Berkshire it will come to be appreciated when they return to their own countries.

Scholarships to an idyllic setting

Olga Wojtas visits the Scottish universities summer school

The setting of the Scottish Universities International Summer School is idyllic; students take tea on the lawn of a charming quadrangle, with the spectacular bulk of Edinburgh's Salisbury Crags looming in the background. The school of this year attracted the largest number of students since it was founded by Professor David Daiches in 1947. There were 130 students from more than 20 countries, including Japan, Chile, Finland and Pakistan. "It's surprising at a time of educational cutbacks that here's a school that's expanding," says one of the four student hosts.

Privately, some of those most closely involved with SUISS confess that they are not so much surprised by the expansion, as still breathing an almighty sigh of relief that the school has survived at all. For three years ago SUISS took the gamble of breaking with the well established British Universities Summer Schools, and becoming independent. "We could have been wiped out," comments one of the school's senior administrators briefly.

The decision to break with the London-based organization, which also embraces the universities of London, Oxford and Birmingham, was not taken lightly. The Scottish school had been a member for most of its history. However, Scotland had been feeling increasingly unhappy with the summer schools' organization for some time. From the early 1970s, there had been a slump in the number of American students, the traditional mainstay, and the Scottish school wanted to place more emphasis on the European market.

It felt it was forced to rely too heavily on the central administration for candidates, fee levels, and the number of scholarships it could award. There was also some feeling that although the Scottish school paid around £1,000 annually for the summer schools' recruitment service, it was being somewhat neglected in the hunt for students for Oxford and London.

It did not have the clear identity of a single university school south of the border, and there was a suspicion its particular Scottish interests were not fully reflected.

SUISS is supported by all the Scot-

tish universities, except St Andrews and Stirling, and has strong, albeit informal, links with the Open University. The six-week school runs courses in English and Scottish literature, history and culture. However, in 1980, following a disastrous drop in numbers, the school warned it might have to pull out. There was no improvement the following year, but the Scottish committee was bitterly divided over whether or not it should become independent.

Those who backed staying with the British universities summer schools believed the only alternative was closure. The central organization had an established network for recruitment, they argued, and the Scottish school would bankrupt itself if it went solo.

The school has always had to be self-financing. The universities' support comes in terms of staff and time rather than hard cash. Admittedly, there was a clause dating from the school's inception that they would guarantee it against failure. But the guaranteed sum had remained at the 1947 level of £50, and the universities, who were facing their own worst crisis in 1981, made it clear they could not underwrite the school.

But the move to independence in 1982 has been more than justified. Not only did the school this year attract the largest number of students so far, the number of participating countries has increased, and financial support has expanded.

SUISS effectively spent its way out of trouble. It was no longer restricted in the number of scholarships it could award, and it also offered to match any grants offered by the students' own institutions.

It built up its own network through personal contacts, and through the British Council, which has given considerable support to students. Only 14 students this year themselves paid the full fees.

Support has also come from several local authorities, although not, ironically, from Lothian Region which reaps the most benefit from the annual influx of overseas students. Strathclyde region this year financed one of the school's student hosts. The fees for staff, all of whom are academics, are nominal, and Edinburgh University



Scottish summer school students relax on the lawn

provides lecture halls and seminar rooms free of charge.

All available money is put into scholarships, says one of this year's co-directors, Dr Richard Mackenzie, an Edinburgh University history lecturer. "We pare our overheads to the bare minimum and don't try to do very much more than break even on any student. On some, for example third world students, we're prepared to make a slight loss."

The school's ambition is to be able to offer scholarships to deserving students in all countries. "Sadly, we've had to turn down some brilliant students, people from Turkey, Senegal, Pakistan, who simply couldn't afford to pay the fare here," says Dr Angus Mackay, one of the school's associate deans.

"We're looking for some kind of benefactor to give us £50,000 so that we can use the interest for more scholarships."

This emphasis on scholarships gives SUISS a completely different character from the traditional summer school image, dominated by Americans primarily enjoying a trip to Britain. A number of the institutions awarding SUISS scholarships or their own grants hold competitive exams for them, and tutors frankly admit the quality of applicants has increased dramatically.

"With the grant scheme we can attract the best intellectual candidates rather than the people with the funds to come," says Dr Mackenzie. "I would hate to think it's in any way an austere or puritanical set-up, but we start with the academic and intellectual side, and then the social side falls into place. We expect people to work while they're here."

This year, lectures have been kept to mornings only, not to allow students to spend the afternoons sunning themselves in Princes Street Gardens, but because they are anxious to use the university library and the National Library of Scotland.

The school has very strong links with Spain, which this year sent almost a third of the school's students. "Spain is catching up on many years of neglect and is trying to improve standards in higher education," says Mr Patrick Early of the British Council in Madrid. "There simply aren't good library facilities, so it's extremely important to be able to come over here and have access to key documents."

The age range of the school has also changed. Instead of virtually all the students being young undergraduates, there are PhD students, academics, people writing books. The youngest student this year was 18, the oldest 72.

Unusually, the summer school tutors live in the student residences, as do many of the visiting lecturers. This year included Professor Christopher Harvey of British studies at Tubingen University, Professor Kenneth Graham of English literature at Sheffield University, and James Naughtie, the political correspondent of *The Scotsman*, who spoke on "The government, the press and the truth."

It would be unrealistic to pretend that a majority of students take the Scottish options at the school. But an important minority do, and there is considerable interest from universities such as Mainz and Tubingen which have Scottish studies departments. Some take the Scottish literature course because they feel they are already competent in English literature, says Dr Sheila Hearn of the Open University, co-director of SUISS. Four converts are now doing PhDs in Scottish literature.

And amid poetry readings, cellists, and visits to historic sites, the students undoubtedly had an opportunity to imbibe the true spirit of Scotland. "We took them on a pub crawl," said one student host dismissively. "They'd only been here two weeks, and they'd been in already..."



A scene from Brooklands Technical College's production of *The Mother* by Bertolt Brecht

llectual Korean victims of Hiroshima, and they present it with a firm commitment to anti-nuclear activism and radical theatre. Critics have called it "important", "pure Brecht" and moving, but never harrowing" but the audience has remained much smaller than they'd expected. A little wistfully director Tim Supple accepts that it's hard to sell tragedy.

Their venue is costing them £2,500 and the gate from their four shows is the only income they have. The cast will probably lose the money they've put in. But it's certainly worth it, most of all because it feels so real. I sit on the bench with the guide to the day's events and a pocket calculator. I discover that there are 353 shows happening today and at least 59 of them are produced by students. The Madras al-Ingiliz al-haditha (Kuala Lumpur) are putting on *The Taming*, "unique and timely" says the *Arab Times*. The National Student Theatre Co are putting on six glittering plays, each of which seems to have won five major awards. The Californians and the Canadians compete with the same premiere. Aberystwyth University has a promenade version of *The Odyssey* and like won a Fringe First; tickets for it are like gold dust. At my feet lie all I have in half an afternoon.

Some brave souls have impaled a handout on the railings. It's for London University Dramatic (Sic) Society with *Gnades Fraulein* by Tennessee Williams. That settles it.

There are about 29 of us. The Fringe is always full of surprises. *Gnades Fraulein* turns out to be a (mercifully) one-act play that bears every sign of having been dashed off under the

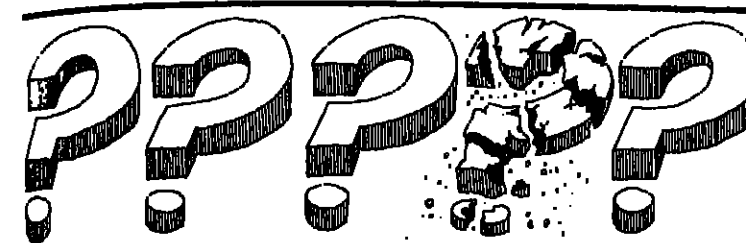
broken-backed armchair; Amanda and Fiona trip over each other in their enthusiasm for the play, the production, the experience of being on the Fringe.

Immediately afterwards, up comes another young man and asks me if I'm looking for something to see. I laugh hollowly and glance at his handout. *Cabaret*, by Dinos Aristidou, presented by Cry Havoc.

"Is it going down well?" I ask. "What?" "Is it selling well?" He looks at me as if I am mad. "I don't know, I'm in it," he patiently explains. "The lights are so bright, I can't see the audience."

John Clifford

Nasty sights and sounds



Mallory Wober reconsiders the arguments over violent videos

This was the year in which the "video nasty" was at last christened and introduced to the British public as an ideological football. The pace quickened last November when the release of an initial report on video violence and children, sponsored by a Parliamentarian, connected with Graham Smith MP who was guiding a private member's Bill through Parliament.

The report was compiled by Dr Clifford Hill and alleged that 40 per cent of children of six years old and upwards had seen at least one "video nasty". Short synopses made it clear that these videos were very brutal.

The opponents of censorship quickly sensed danger and rounded on the report. Seven journalists – all male – assembled a range of arguments challenging the validity and good faith of what had been put forward; one other – a woman – wrestled with her conscience and the issue, and denounced.

What had the men to say? Jeremy Decades in *The Standard* felt that children would be in their reports of what they had seen; he questioned whether four in ten children would have access to a video recorder (television industry sources know that they do). Nigel Andrews in *The Financial Times* invited comparison between those who would censor "nasties" and Nazis, he noted that there was "agony" in plays by Shakespeare and reported feeling revulsion at televised surgical operations; also, war footage had helped bring America out of Vietnam, and since all these things were beneficial, this apparently required licence also for the "nasties".

In *New Society* Martin Barker referred back to the 1950s when the American psychiatrist Fredric Wertham, author of *Seduction of the Innocent*, had led a successful campaign against horror comics.

In Barker's syllogism, since the 1950s campaign had been misconceived, so too was the present one, probably an aberration. Wertham's data had indeed been clinical rather than statistical, in keeping with the methodological simplicities of the times; but there was no mistaking the

contents he reported, with WASP supermen lording it over swarthy savages, frequent portrayals of sexual sadism and advertisements for peeping Tom binoculars and guns and knives. Barker goes on to describe the video *I Spit On Your Grave* in which a raped woman kills her four tormentors as "flawed in a number of ways" but "cannot doubt the film's serious intentions". These he does not develop, but implies that they concern the theme of righteous revenge.

Susan Brownmiller in her book *Against Our Will* does not suggest that the occasional revenge would conquer the pervasive disease of rape, which she refers to as a "conscious process of intimidation by which all men keep all women in a state of fear". Insurance against rape involves equal participation by women in the apparatus of power and control in society, membership in the police the legal professions and the army, none of which are yet in prospect. Portrayals of rape (even if it is revenge) are more likely to take their place with those which more often go unredressed.

Barker's concluding syllogism seems to be that anti-pornography springs from the camp of the *Daily Mail*, Mrs Whitehouse and Mrs Thatcher and, if the last is evil, the whole package must be so.

Harmonizing with Nigel Andrews, Christopher Dunkley, writing in *The TES* likens violence in the pornographic movies to that in Grimm's fairy tales. He suggests that "doting middle-class parents" lure children to bed with promises of chapters of tales of slings of flesh and poking out of eyes.

Dunkley's optimism is also evident in his statement that television "is not going to make a murderer, rapist or torturer or out of anybody not predisposed to murder, rape or torture". This may be true, but the menacing possibility is there that a screen culture suffused in violence does first predispose some people to such activities; and these it then helps to tip into such practice.

To delight the proponents of free speech, the Video Violence group had

disintegrated on grounds of indecency – of haste in premature publication of results. Among the *banderillas* jabbing the wounded beast were Robin Stringer who found it amusing to see the law, the church and the state skidding on "the banana skin" of "of-ten tedious and possibly harmful" ... known as a video nasty".

By April *New Society* had returned to the topic with an article by Martyn Harris who charted the "moral panic" that had blown up over video nasties; two pieces of research he mentions are by Guy Cumberbatch, and "a recent MORI survey (which) revealed that 65 per cent ... thought that videos should not be censored."

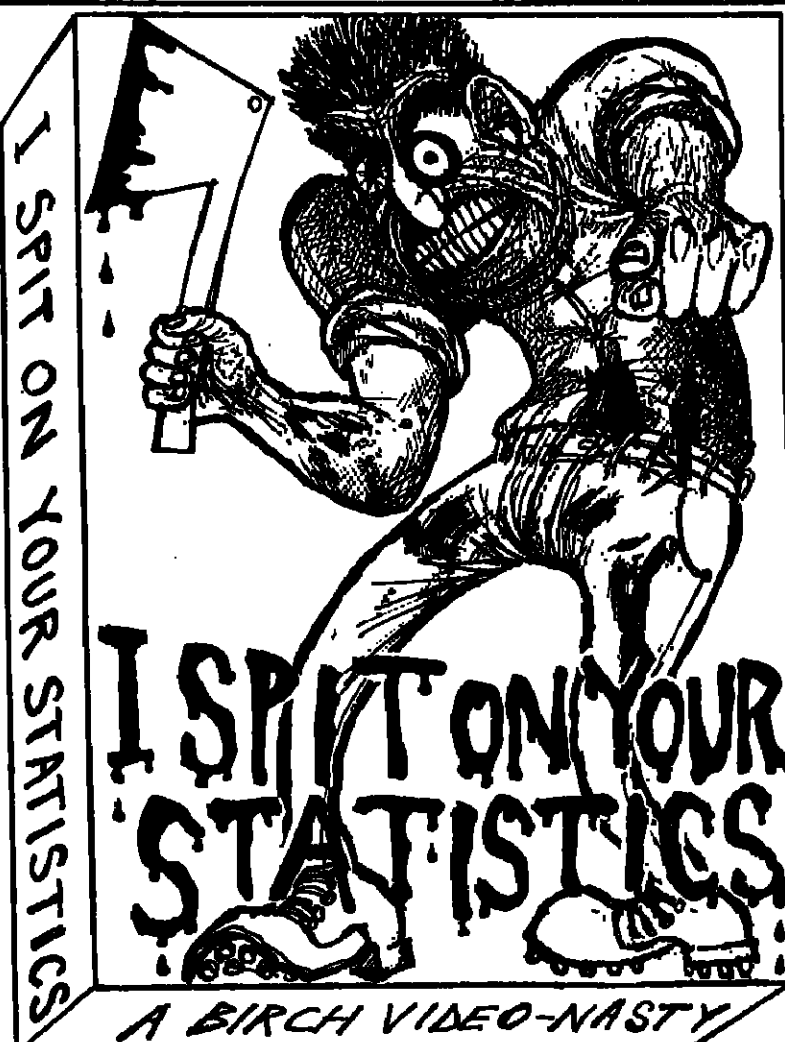
The precise wording of the statement to which 65 per cent gave their assent was: "The Government should not decide which videos are available, but they should categorize videos according to their suitability for viewing by different age groups, as for cinema films." The last clause admits a wide margin of filtration and undercuts the force of the apparent public opposition to censorship.

The Cumberbatch research hinges on a deception procedure in which children were shown film lists including fictitious (but plausible looking) titles. Over 80 per cent (out of five classes of 11-year-olds) claimed to have seen a fictitious film.

On this evidence others have sought to completely nullify Hill's evidence; but Cumberbatch himself is not quite so hasty. He has "no doubt that some children in our classes may have seen parts of an adult film. This is not the same as saying children are hooked on video nasties". The distinction is an

video nasties Cumberbatch showed *Driller Killer* to 120 adults. Four women walked out, he says, because they were shocked, but "simply because they didn't enjoy watching films like that".

One is not told whether they had time to stay on to explain more fully why they missed enjoying such material; for Cumberbatch says that in showing the film "on numerous occasions, our impressions were that it had



more artistic merit than was apparent on first viewing". This is, indeed, evidence of desensitization.

One journalist, Katherine Whitehorn, has looked squarely at the arguments for permissivity, that children may not be hooked on viewing violent pornography, but that the experience of seeing just one or two of the genre enables them to boast that they can take it; such viewing is thus perhaps a rite of passage.

This generous thought is difficult to back up, as most such rites reported in anthropological literature are administered by responsible adult initiators and located in a cultural complex of attitudes and structures they function to sustain. Video nasties are a product of unfettered market exploitation and may often be seen by small children quite unprepared to make their passage through a problematic teenage into adulthood.

Indeed, after considering the merits of these possibilities and of free

speech, Whitehorn argues that "the process of civilization consists in playing up those human instincts which are still useful, and damping down the others". She finally opts for restraint.

In America, there is mild amusement at the quaint British term "video nasties". One candidate there to name the genre, but which is not yet a colloquialism, is *Splatter Movies*, the name of a book by John McCarty. He roots the current phenomenon in the questionable chic of Grand Guignol and gives as milestones to the current crop the decadent *Barbarella*, followed by *Blow Up*, *Bonnie and Clyde* and *The Wild Bunch*.

McCarty explains how the psychological horrors of Hammer films were soon overtaken by Warhol's more explicitly vicious versions; these led in turn to the work of Herschell G. Lewis and George A. Romero who made *Night of the Living Dead*, in which "the negative factors implicit in splatter cinema had to be fashioned into positive ones". This was a "horror comic on film", ... scenes ... of grotesquely decaying corpses scooping up human entrails and devouring them elicited sharp attacks ... still ... it also began to garner good reviews, particularly in Europe, where the prestigious *Sight and Sound* magazine published by the British Film Institute cited it as one of the ten best films of the year.

While in America the two tablets of commandments seem to a visitor to have been replaced by a single one bearing the First Amendment – enabling one to say, and perhaps do what one wishes, by equating action with speech – there are nevertheless now attempts to circumvent such licence. Thus the city of Indianapolis has sought to identify pornography as harmful to women, affecting their equal rights and has therefore set out to prohibit "all discriminatory practices of sexual subordination or inequality through pornography".

The initiative is a bold one which may have far reaching constitutional effects if it succeeds and many Americans give it little chance of doing so. The definition given of pornography in the Indianapolis ordinances is an important and comprehensive one; it emphasizes that what is central is the depiction of women as sexual objects who experience pain and degradation and who are also shown as experiencing sexual pleasure.

Much will depend on the extent to which it can be shown through research that such material has one kind of harmful effect on men who view it, in effect bringing about a lowered respect of the other; and reciprocally that such material has another harmful effect on women who view it, bringing about feelings of helplessness and disrespect of the self.

The overall picture is, then, that the use and defence of video nasties may arise from people with higher psychotism scores; seeing such films is likely to reinforce such attitudes and behaviour of a not dissimilar nature.

The author is deputy head of research at the Independent Broadcasting Authority, writing in a personal capacity.

Obscene Publications Act, 1959, 22 per cent had seen four or more of such items. The difference would seem to be very important; for in the argument as to the possible *rite de passage* function a single or two viewings would suffice for youngsters who could then turn away from such material having established their fortitude. But viewing four or more films of this kind suggests that this is done not merely to qualify for social or personal acceptability; and the American research suggests that this amount of harmful experience, without explicit debriefing, is likely to produce harmful attitudes and on occasions behaviour as well.

Finally, my own modest research asked young adults whether they felt video nasties did no harm, and separately, whether they thought they should be banned. These people had also completed the Eysenck personality questionnaire.

Personality measures did not relate systematically to the perception of whether video nasties did harm, but people with higher psychotism scores were less inclined to want to see them banned. This fits in with Gunter's finding that people with higher psychotism (whom Malamuth has shown are more likely to find rape arousing) tended to rate violence containing scenes as less violent, frightening and likely to disturb than did others with low psychotism scores.

The overall picture is, then, that the use and defence of video nasties may arise from people with higher psychotism scores; seeing such films is likely to reinforce such attitudes and behaviour of a not dissimilar nature.

Freedom or bondage?

among male viewers who had an opportunity to vent it upon the female confederate. They did not aggress similarly against male confederates; nor was the effect produced after seeing non-aggressive erotica, though aggressive film which was not erotic did produce an intermediate level of aggression.

Donnerstein and Berkowitz demonstrated later that aggressive erotica where the victim was shown as eventually enjoying the rape, produced aggressive behaviour among viewers even if they had not been previously angered.

One of the processes to which these experiments point is desensitization and this is attested to in work by several researchers. Malamuth showed people rape or consenting sex versions of a slide audio show; after this they were asked about a further rape scene. People who had seen a show in which the victim supposedly was sexually compliant later believed that a larger percentage of women in general would derive pleasure from being raped.

Zillman and Bryant showed students a number of whole pornographic films and compared these with other who saw neutral films. The former group were more tolerant in a question on how long a sentence a rapist should receive, had less support for the women's movement and showed greater callousness towards women.

To help rebut doubts that experiments with students and electric shocks are too artificial to represent anything in real life the Wisconsin

group (Daniel Lins, with Donnerstein and Pearson) have used an elaborate rape trial documentary; people who had several films containing erotic material and then violence (without the victim's compliance) judged the victim in the rape documentary to be less injured and more worthless than was thought by those who had not seen such films.

The American researchers have produced much evidence that seeing aggressive erotica harms attitudes towards women and can provoke aggression in suitable circumstances. An ethical problem now crops up which is that either the effects are real, harmful and should not be inflicted, even for experimental reasons; or the effects are shallow or deep but remediable and can be dispelled by "debriefing".

Malamuth and Donnerstein report in fact that debriefing has resulted in an overall reduction of acceptance of rape myths. This raises the next question, of how much aggressive erotica and how much effectively benign material people see in real life; in particular, what is the experience of children who are in a more impressionable condition?

The earlier maligned "Parliamentary" group of researchers subsequently produced a fuller report of their survey, based on over 2,500 of their children and over 4,500 of their parents. This showed that while 46 per cent of children at least one of the video films on the director of public prosecution's list of 51 titles being considered for prosecution under the

observed influence of an atrocious hang-over. It is a vile, squalid little piece able viciousness of human nature; and it is performed with great relish by a not-unwanted company headed by two second-year students, Amanda Harvey and Fiona Kennedy – who are producing, directing and starring.

Afterwards they ask me what I think. I tell them I found it repulsive and ask them why on earth they want to put it on. "We love it," they say, proudly, conducting me to the "dressing room" – a dirty lumber room crammed with props of every description, odd bits of scenery and rails of dirty-looking costumes. A tired, loopy, bird sinks gratefully into a

broken-backed armchair; Amanda and Fiona trip over each other in their enthusiasm for the play, the production, the experience of being on the Fringe.

Immediately afterwards, up comes another young man and asks me if I'm looking for something to see. I laugh hollowly and glance at his handout. *Cabaret*, by Dinos Aristidou, presented by Cry Havoc.

"Is it going down well?" I ask. "What?" "Is it selling well?" He looks at me as if I am mad. "I don't know, I'm in it," he patiently explains. "The lights are so bright, I can't see the audience."

In this way Malamuth showed pictures from the magazine *Penitence* to men who were then put in a position to give electric shocks to a woman experimenter. Those who had seen pictures of rape with some sexual arousal, if they had been slightly angered by an

Donnerstein carried out similar studies using this extracts. Again, it was the viewing of aggression-loaded erotica that provoked aggression

among male viewers who had an opportunity to vent it upon the female confederate. They did not aggress similarly against male confederates; nor was the effect produced after seeing non-aggressive erotica, though aggressive film which was not erotic did produce an intermediate level of aggression.

Donnerstein and Berkowitz demonstrated later that aggressive erotica where the victim was shown as eventually enjoying the rape, produced aggressive behaviour among viewers even if they had not been previously angered.

One of the processes to which these experiments point is desensitization and this is attested to in work by several researchers. Malamuth showed people rape or consenting sex versions of a slide audio show; after this they were asked about a further rape scene. People who had seen a show in which the victim supposedly was sexually compliant later believed that a larger percentage of women in general would derive pleasure from being raped.

Zillman and Bryant showed students a number of whole pornographic films and compared these with other who saw neutral films. The former group were more tolerant in a question on how long a sentence a rapist should receive, had less support for the women's movement and showed greater callousness towards women.

To help rebut doubts that experiments with students and electric shocks are too artificial to represent anything in real life the Wisconsin

group (Daniel Lins, with Donnerstein and Pearson) have used an elaborate rape trial documentary; people who had several films containing erotic material and then violence (without the victim's compliance) judged the victim in the rape documentary to be less injured and more worthless than was thought by those who had not seen such films.

The American researchers have produced much evidence that seeing aggressive erotica harms attitudes towards women and can provoke aggression in suitable circumstances. An ethical problem now crops up which is that either the effects are real, harmful and should not be inflicted, even for experimental reasons; or the effects are shallow or deep but remediable and can be dispelled by "debriefing".

Malamuth and Donnerstein report in fact that debriefing has resulted in an overall reduction of acceptance of rape myths. This raises the next question, of how much aggressive erotica and how much effectively benign material people see in real life; in particular, what is the experience of children who are in a more impressionable condition?

The earlier maligned "Parliamentary" group of researchers subsequently produced a fuller report of their survey, based on over 2,500 of their children and over 4,500 of their parents. This showed that while 46 per cent of children at least one of the video films on the director of public prosecution's list of 51 titles being considered for prosecution under the

observed influence of an atrocious hang-over. It is a vile, squalid little piece able viciousness of human nature; and it is performed with great relish by a not-unwanted company headed by two second-year students, Amanda Harvey and Fiona Kennedy – who are producing, directing and starring.

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Bernard Crick

With Lord Gowrie at the Beckett

Like the rock itself, Arthur's Seat and the castle, Thine the academic book-sellers are remarkably unmoved by the Festival. Although the Festival has been going since 1948, they will all outlast it. I asked at Thine's if they had a copy of the text of *An Enquiry into the Three Estates* which Sir David Lindsay wrote for Twelfth Night in 1540 and had performed before the King's Majesty, probably playing the part of *Diligence*, a herald, himself. And in the great revival by Tyrone Guthrie for that first Festival, Tom Fleming played *Divine Correction*, and now directs it. Moreover, even back in 1948, almost incredibly, the Church of Scotland allowed its Kirk Assembly Hall to be used, a marvellously suitable medieval hall which thrusts a broad stage forward between three sides of seats. Did this create the "theatre in the round" that Guthrie then took to Stratford, Ontario, or did he seize on such a hall having dreamt of it?

Anyway, they have suffered far worse since then, and the *Three Estates* is a morality play, and its fierce and ravenously explicit anti-clericalism is indeed a prelude to the Reformation. Obscenities in sixteenth-century Scottish vernacular hurled at corrupt bishops and abbots, were apparently acceptable. *Dame Sensualite* and her attendant young hours are banished to Rome, not hang like *Falshehood* and *Deceit*, because that was where she belonged, I gathered.

But my old Scottish not being as good as my Shakespearean, I went to Thine's for a text. "We've sold out," the man in University English told me, "and we ordered an extra 200 copies." "You could have sold hundreds," I said, partly out of annoyance and partly out of loyalty to the publishing trade, to whom I must devote myself in my premature retirement or withdrawal, whatever it is called. "That's as may be, but we have all we can do to prepare for the students." Give a bookshop a built-in student market and they forget we intellectuals.

This piece trembles on a knife edge. To continue with the Festival or write an analytical polemic against university bookshops I have known, now I am free to talk? I'm particularly free in their case since they offered to order me a copy if I put down a deposit. Come back, Dillons, all is forgiven. Blackwells almost makes Oxford bearable.

A great production. That one could not get every word (to put it mildly) did not matter. The power, pointing and the very costuming of the production told the story. Both my sister from Epsom and my friends from Israel (though their English is quite Swedishly perfect) got the drift, as even the most besotted lads at court in 1540 must have done, however much their dialects differed from Sir David and whoever on earth were then his actors.

The three estates, fully 20 actors in each, sat side by side yet separate in raked benches, as in a print of medieval Parliament: the Lords, the Clergy and the Burgesses. And in the second part, the common people burst into the text with their spokesman, John the Commonweal. After *Divine Correction*, with his host of church militants have sorted out the temporary corruption of the King by his courtiers and clergy, there is still the problem of poverty—not really, but at any rate the problem to be resolved of dealing unjustly with the poor, which calls for charity and justice, of course, not redistribution.

Somewhat unhappily, I think, Tom Fleming left the poor lotter about being poor in front of the stage the whole of

the first act—a Brechtian gimmick. Perhaps Sir David Lindsay knew what he was doing, an heretical thought for some modern producers dealing with an audit playwright. For in the text it is as if for the first half the play there are only the Three Estates of the Parliament; then suddenly—But the crowd effects were handled for an *ad hoc* company more deftly and powerfully than I would have thought possible outside the RSC or the National.

And so much else. The papers have been full of it. The Festival is the cultural glory of the United Kingdom. No attempt at a unifying theme this year, even in the official programme, the Festival proper, let alone amid the benign anarchy and pot luck of the Fringe. A kind of cultural bingo or fruit machine. I admit to playing it safe and waiting for the two pages of reviews each day of the Fringe, the courageous and expert team *The Scotsman* assembled. I passed Owen Dudley Edwards in the street the other day, looking tired, breathless and silent; but his reviews have been good, both in praise and in blunt warnings.

The Assembly Rooms are a problem, five or six venues in one central building and again openly advertising itself as the best of the Fringe, the festival within a festival. Don't believe it. It is not a good thing, but it is all so close and it is safe. But we'll take long odds occasionally on the advice of the young—though one took us back to the Assembly Rooms to see the Medieval Players doing Calderon's *The Great Theatre of the World*. A Spanish morality play of the counter reformation, especially when adapted by Adrian Mitchell (oh dear what he did to *Animal Farm*, that well known Green Party manifesto), is not likely to please both the young and the scholars. But it did. No modern tricks were played, and why not all that juggling and skeletons must have gone on in the streets of Seville. Only that, as so often, the physical skills of the young actors were far, far better than their voices—voice-training seems part of the "established theatre" they profess to reject, though if they mean our aforesaid two great national companies (and add the Glasgow Citizens at their best), these establishments are constantly crossing all theatrical lines.

If there has been no theme this year—and what can embrace theatre, ballet, opera, chamber music, jazz, folk and all sorts of art?—two events cast long shadows and bright light. The Smithsonian Institution of Washington not merely filled the Scottish National Museum with its "Treasures", but sponsored many of those folk groups from the Southern Appalachians which one thought only existed on old Library of Congress recordings by Alan Lomax. Now here was Mike Seeger, Pete and Peggy's brother, himself playing the Jaws Harp ("Jaws Harp" indeed), the one strong fiddle and introducing two old men in their eighties who sang strange, old things, full of antique words, quite unaccompanied.

And the other great event was the Beckett plays by the Harold Clurman Theatre of New York, and the Beckett readings by Max Waltosen by John Calder. Amid the glomiest and tersest trio of Beckett plays, the *Minister of Arts* himself, Lord Gowrie. Could any other Government Minister face five minutes of Beckett? And he liked it. He recognized me and spoke. My evening was made, but none of my friends would believe who it was, until they read *The Scotsman* or saw his inseparable shadow.

How to continue from here

The University Grants Committee Working Party suggested four areas where universities should now make an increased commitment to continuing education. These are: mature students, part-time degrees and diplomas, extramural courses (or the general education of adults) and post-experience vocational education (mainly professional short courses). Such increased commitment would inevitably present challenges to the long held assumptions of most academic staff.

Our existing commitments and programmes come from two very different traditions. The first is the extramural idea, preserved in most post-1960s universities in a separate department and still, for the most part, quite marginal to the main stream of university life and thought. The second is located in the professional faculties, especially medicine and applied science, where there is the sharpest realization of the rapid obsolescence of knowledge and the consequent need for all of us and our former students to re-learn, to re-teach and to re-think the content and relevance of our disciplines. Within both of these traditions lies most of our existing knowledge and experience in continuing education. Can we find the common ground between them? And can this be used to create a coherent system of provision?

The questions are urgent. To answer them we shall have to pay greater regard to two kinds of experiential learning. In the long run the most important is the learning achieved and brought into the university by mature students through life and work experience. In the short run, however, we will also need to draw on our own experiential learning through an examination of current practice.

The importance of a review of access has attracted increasing attention in recent years. Who is a suitable student for university continuing education? How can we assess prior learning from work experience? How should study be organized for part-time students? And can this be fitted-in with the needs of full-time students? How can credit transfer be extended and made more systematic? What role is there for paid social equity be achieved? What advice, guidance and counselling services will be needed?

Even where we have begun to take seriously the admission of mature students to degree courses, those students complain (a) that they have not been adequately prepared for the curriculum and teaching styles they will find and (b) that existing curricula ignore their own experiential learning. The likely situation for all of us is that we education before we can make proper sense of what we ought to do.

If students are bringing with them really useful knowledge, then didactic teaching can only be part of the total picture. For didactic teaching assumes a store of knowledge and an expert (the teacher) who mediates between that store and the student. The mature student may be more interested in an exchange of knowledge. And it is here in the curriculum area that we can best begin to draw on our own store of experiential learning to make possible that kind of exchange.

Professional studies especially at the post-experience level differ from subject based studies because excellent professional role performance is by definition a major objective. And courses must therefore be designed so that subject disciplines support rather than conflict with professional needs. It may well seem unnecessary to consider "curriculum design" for, say, large in geography: sound social criterion in the design of professional courses there is a need to ask "prior" questions both about relevant subjects and also about the professions.

One strength which is already there in the professional studies tradition is an understanding of curriculum design, which meets specific external needs and external standards. This is particularly evident in post-experience short courses where course design must often begin from professional experience.

Such starting points may take us much farther from discipline based study than is comfortable for most university teachers. Two issues seem likely to assume increasing importance. First, demands for a negotiated curriculum (heard loudly on ideological grounds in the late 1960s) have

Paul Fordham looks at the specialisms we need in continuing education

always been present in the general education of adults. They are likely to re-emerge more strongly as students seek to have validated their experiential knowledge. Second, the lecturer's own knowledge may have to be extended not only outside subject boundaries, but even outside the traditional professional areas. For example, in running short training courses for school governors it has proved surprisingly difficult to recruit effective academic staff. Tutors must be knowledgeable in the politics of education and they must be willing to make students' experientially acquired knowledge central to the whole course.

In looking at curriculum problems, we also begin to question what really is the range of currently useful knowledge and how it is acquired. We all find academic security inside our own subjects and the genuinely inter-disciplinary course is a rarity. More commitment to continuing education will certainly present a challenge to the present subject based epistemology.

One answer may lie in the experience of programme planning and development which occurs in extramural departments. No curriculum design makes sense until that context has been taken into account. For whom is the programme provided? What "needs" shall be met?

An epistemology which starts from contexts inevitably envisages experience and knowledge as part of one process. The professional specialist may have to start with the working environment of the teacher, the doctor, the engineer. The more general adult educator has first to define what range of contexts he intends to explore.

To the traditional academic roles of teaching and research the adult educator is obliged to be involved in some kind of action. In an extramural department this action is usually dominated by a process called "putting the programme together", itself done with more than half an eye on prospective enrolments and fee income. For the provider of short vocational courses, working with identifiable groups of professionals there may be similar tasks to be faced.

The organizational difference between professional courses and more general adult education lies essentially in the networks of contact outside the university. There is valuable experience and insight here of a pragmatic kind about the external mobilization of learning groups.

Once the programme is "put together", and the advertising has been done, the dominant function of extramural academic staff is that of teaching. Structural and financial constraints limit that full-time extramural staff are first and foremost specialist subject teachers rather than continuing education staff. But they have a pragmatic knowledge of programme planning and development and for some, considerable skill in curriculum design as well.

It is this pragmatic knowledge in programme development, curriculum design and in the teaching of mature students experienced but not adequately reflected upon that could well be the core of the future specialization for the full-time educator. The present balance of functions for full-time staff must now be turned on its head. Instead of teaching, we must begin with research-based reflective action. In all departments of universities now engaged in teaching in continuing education, and especially if this can be counted for load, then the supply of "part-time" teaching should greatly increase. More importantly, there are too many other academic tasks to be done many of them greatly neglected which can only be attempted if the teaching function can be undertaken largely by others; by the "regular" staff of subject and professional departments. The various tasks are not mutually exclusive, although there will clearly have to be some division of labour. However, whatever may be decided about structures, organization, management and staffing policy, the following seem of the greatest importance for future coherence and

imaginative academic planning. I refer to the adult educator as catalyst, programme developer, innovator, curriculum designer and researcher.

Any future system of continuing education is bound to depend on opening up public access to the whole of higher education. The necessary shift in attitude will only be brought about if all those with a commitment to it are involved and if the attitude shift begins to permeate the whole of the university. Extramural staff have been better at facing outside their universities than they have in mobilizing other academic colleagues: educators of the professions have been notably more successful in this area. For example, only some 25 per cent of part-time extramural staff are "regular" university teachers. To act as catalyst requires a determined effort to increase this percentage, an objective which can only be achieved by extending personal and professional commitment more widely, perhaps through new kinds of involvement in teaching and research. "Return to Study" type courses are one current success story; but involvement in research and in other functions listed below are included here as well.

Programme "development" is where the action research mode should begin to operate for the academic entrepreneur. Two kinds of person seem to be necessary: (a) those in touch with existing external networks—the professions, WEA, local authority, service agencies, industry, the trade unions; and (b) those able and willing to explore new groups and new dimensions for learning. For both groups, but especially the latter, starting points lie in the various social, regional and sometimes national contexts, not in subject disciplines; and a willingness to engage with current issues and problems as well as offering "courses". A few universities have experimented with various kinds of new learning networks; but none has really moved on from interesting experiment to a whole new way of operating; for example, by involvement in the complex of publicly expressed social and economic issues.

Both kinds of academic entrepreneur need to operate across a broad subject range mediating specialist subject expertise along the interface with externally stimulated and articulated demand. One aspect of programme development which needs a special mention is the role which might be played by experimental innovators and trainers working with and in other institutions. For example, some universities have played a useful if minor role in local credit literacy schemes. They are not subject to university provision, but the consultancy and advocacy role in other institutions can easily and usefully arise from basic programme development work.

Curriculum design often seen as the starting point of academic planning in post-school education operates in essentially the same mode, but can begin only when learning groups have been identified, broad aims determined and internal university resources both identified and altered. The strongest case for a continued subject teaching role for adult continuing education staff lies in the contribution this can make to curriculum design: the insights which come largely from face to face teaching and the experience of both confronting and overcoming the teaching problems.

Research should inform all the above functions and there already exists a large body of new research finding through the work of the Advisory Council for Adult and Continuing Education and the National Institute for Adult Continuing Education. The basis on which to build is already there.

Specialist knowledge in continuing education is incomplete and already dispersed. If we are to make early sense of it, then we have to learn from our own experiential knowledge in our education of the professions and from extramural studies. To do this we must redirect the energies of full-time continuing education staff towards the five specialist functions indicated above. These are: if a commitment to continuing education means more than an expedient manoeuvre merely to keep up total student numbers.

The author is director of the department of adult education at the University of Southampton.

Richard Ives considers findings from the 1981 survey of the National Child Development Study

The National Child Development Study (NCDS) is a longitudinal study which takes as its subjects all those living in Great Britain who were born between March 3 and March 9, 1958. Since the original birth survey in 1958, which was concerned with perinatal mortality, the National Children's Bureau has sought to monitor the social and economic, educational and health circumstances of the surviving subjects. Major surveys were carried out in 1965, 1969, 1974 and 1981.

For the purposes of the first three surveys the birth cohort was augmented by including those new immigrants born in the relevant week and information was obtained with the active cooperation of parents, teachers and the schools' health services, as well as members of the NCDS. The 1981 survey differs in that no attempt was made to include new immigrants since 1974, and information was obtained from the subject only. The target sample for the 1981 survey was a total of 16,450 individuals—all those who had participated in the earlier surveys, excluding those known to have emigrated or died; 12,338 interviews were obtained.

Each interview took approximately 90 minutes; information was obtained on: employment, unemployment and periods out of the labour force; apprenticeship and training; post-school education; marriage, cohabitation and children; housing and households; family income, savings, investment and inheritance; respondent-reported health and health-related behaviour; and leisure.

Routes from different roots

Figure one shows the proportions of our sample who had undertaken various sorts of education and training. Sixty-one per cent of the sample reported that they possessed at least one O level or equivalent. Members of the NCDS, who were aged 16 in 1974, were among the first group of pupils to experience the raising of the school-leaving age.

Nevertheless, 38 per cent stayed in some form of minimum leaving age school. Some stayed on at school or sixth-form college, while others left to undertake full-time courses elsewhere. Nearly two-fifths of the sample had at some time between the ages of 16 and 23 undertaken a full or part-time course for qualifications. Not all were successful; only 29 per cent actually gained any qualifications on education

courses, and a tenth had been unsuccessful on an education course.

Many respondents had undertaken a wide range of courses which were defined as training courses. Many of these courses did not lead to a formal or nationally recognized qualification, but a number did. More than a fifth (21 per cent) started an apprenticeship, and 29 per cent had undertaken a course of (non-apprenticeship) training in one of their jobs by the age of 23.

There are no generally agreed criteria for distinguishing between education and training. In the 1981 survey, training was regarded as something done during the course of employment. To be counted, a course of training had to involve at least 100 hours or 14 days (not necessarily consecutively) attendance at either a college or training centre or skill

centre, and had to take place during the job, unless it was a "top-up" course.

It is often the case that the subjects studied and the qualifications acquired on training courses are similar. The overlap gives us some idea of the possible alternative routes that are open to people.

The large number of different routes that people take through the maze of education and training courses makes simple measures of educational achievement rather inadequate. One traditional educational measure, length of time in full-time continuous education, is not able to take account of many of the ways that people undertake study. A measure of the highest qualification obtained suffers from the problems of arranging many dissimilar qualifications into a hierarchy. Clearly the supposed standard

or difficulty of a course may have no relationship to its value in the job market. And courses for the same qualification undertaken in different settings may have very different implications for the student's future study or employment possibilities.

So how did people get to where we found them when we interviewed them at 23? We decided to attempt to classify the sample according to the types of education and training experiences which they had undergone. We identified, *a priori* 13 categories of routes which respondents might have followed through education and training. Subsequently we attempted to isolate and quantify those following these routes. Table one shows a cross-tabulation of routes by sex. We invited memorable if imprecise names which need some explanation.

"Superswots" have been continuously in full-time education for more than six years after the age of 16; typically, two years to obtain A levels, three years for a first degree and then more than one year further study. "Vocational swots" show a similar pattern, but with only one year's further study after their first degree. For many, this will be a PGCE course or some other professional qualification or a four-year degree course. Common or garden "swots" have had five years of post-16 full-time education; typically they have done their A levels, then gone straight to a three-year degree course.

There are a few "teachers" who followed a three-year non-degree or pass degree course.

"Boatburners" are people who have left jobs and subsequently taken up full-time education courses. "Retakers" are a residual category of 1975 school leavers "Channelled aspirants" are those people who have obtained at least one O level, and have then gone into work and done no further study outside of work. "Secretaries" include those who have taken secretarial and office study courses. "Earning learners" are those who, on leaving school, did not undertake further full-time study, but embarked on non-apprenticeship training, or an employer-sponsored education course. "Apprentices" were those who went straight from school to an apprenticeship, while "deadenders" left school at the earliest opportunity, have been employed, but have not undertaken any post-school education or training courses. People classified as "no job" had never been employed for any post-school courses. Those classed as "degree nec" are those with degree-level qualifications who do not fit into one of the other categories. This leaves 841 people (7 per cent) who were not allocated to any of the categories.

Table two shows the various routes cross-tabulated by the paternal social class recorded when the respondent was 16. As might be expected, while swots and teachers are disproportionately from higher non-manual backgrounds, those defined as deadenders are more likely to come from the semi and unskilled groups. Those following the apprenticeship route are a little more likely to have a father in skilled manual work.

As part of the 1974 self-completion questionnaire, respondents were asked what they would like to do after

leaving school. They were given four pre-coded options: to continue with full-time study; to do a job with part-time study; to do a job which required no further study; or don't know. Table three shows their answers to this question cross-tabulated by the route which they had followed between 16 and 23.

It is striking to see how far routes taken are related to 16-year-olds' aspirations. Almost half of those who said they wanted to continue with full-time education had a degree or teaching qualification by the age of 23, compared with less than 2 per cent of those who at 16 did not want to study. A third (34 per cent) of those wanting a job with part-time study had been classified as apprentice on the routes variable, while 53 per cent of those who did not want to undertake post-school study, and 40 per cent of those answering "don't know" are classed as deadenders. Most "don't knows" appear to be those who did not want or were not able to do further study.

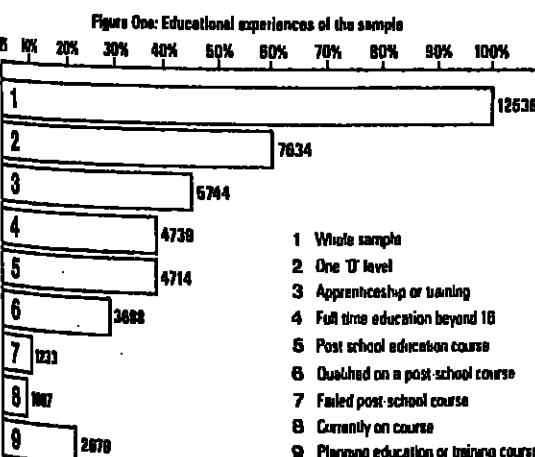
People who scored highly in the reading test administered at 16 are likely to be classed as various sorts of swots, teachers or at degree nec. From table four it can be seen that 45 per cent of those scoring in the top fifth of the reading test at 16 had their route at 23 classified in this way. The deadender route is predominant for those in the bottom fifth of 16-year reading attainment. The likelihood of routes other than these being followed increases with increasing reading score up to the middle or next-to-top fifth of 16-year reading score, then decreases.

Figure two shows the proportions of those following the various routes who were, at the time of interview, in education, in a job, unemployed, doing housework or otherwise economically inactive. With an overall rate of unemployment of 10 per cent, it is noticeable that only 5 per cent of secretaries classed themselves as unemployed; although since 17 per cent were doing housework (compared to 12 per cent of the whole sample) there is perhaps a definitional explanation for the low unemployment in this group, in that they were perhaps more ready than others to define themselves as doing housework.

The proportion of swots and teachers who were unemployed when interviewed, although lower than the overall figure, is not as low as one might expect, given the protection against unemployment which qualifications are often thought to provide. Part of the explanation for this lies in the secular changes taking place in the education from 1974 to 1981. As unemployment rose, those who had stayed on in education found it increasingly hard to obtain employment.

Clearly, the routes defined here are fairly crude and would benefit and further refinements. But the results presented do enable us to see more clearly the proportions of young people who followed various paths through education and training between 1974 and 1981, what kinds of earlier experiences these people had had, and what happened to them while following these routes and subsequently.

The author is research officer at the National Children's Bureau.



Stylized title	Female %	Male %	Both sexes %
Superswots (N=238)*	2	2	2
Vocationalswots (N=383)*	4	3	3
Swots (N=371)*	3	3	3
Teachers (N=54)*	(47)	(7)	(54)*
Boatburners (N=190)*	1	2	2
Channelled aspirants (N=1,253)*	11	10	11
Secretaries (N=548)*	7	9	8
Earning learners (N=1,913)*	17	16	16
Boatstraps (N=352)*	2	4	3
Apprentices (N=2,306)*	5	34	20
Retakers (N=338)*	3	2	2
Deadend (N=3,197)*	37	18	27
No job (N=80)*	(54)	(29)	(41)
Degree nec (N=499)*	4	5	4
Total (N=100%)	5,718	5,678	11,397

Stylized title	Proficiency %	One O level %	Skilled manual %	Semi-skilled manual %	Unskilled manual %	Missing %	Overall %
Swots & teachers	22	9	6	4	9	9	5
Degree nec	10	6	2	2	4	5	5
Boatburners	3	2	1	2	2	2	2
Secretaries	8	7	6	4	6	6	6
Earning learners	22	25	20	19	21	21	21
Boatstraps	4	6	4	3	4	4	4
Apprentices	14	20	28	22	20	21	21
Retakers	4	4	3	3	3	3	3
Dead end	12	21	31	41	32	29	29
No job	(7)*	0.6	0.6	0.9	1	0.7	0.7
Total (N=100%)	1,963	322	3,450	1,445	3,551	11,351	11,351

Stylized title	Full-time %	Part-time %	No study %	Don't know %	Missing %	Overall %
Swots & teachers	33	3	1	6	7	9
Degree nec	25	2	0.5	3	3	5
Boatburners	2	2	1	1	2	2
Secretaries	12	6	3	5	5	6
Earning learners	21	25	17	20	20	21
Boatstraps	3	6	3	3	3	4
Apprentices	6	34	19	17	21	21
Retakers	4	3	3	4	3	3
Dead end	8	21	53	41	34	29
No job	(3)*	(6)*	0.5	(8)*	2	0.7
Total (N=100%)	1,963	3,300	1,791	1,366	7,63	11,351

Stylized title	Bottom fifth %	Next fifth %	Middle fifth %	Next fifth %	Top fifth %	Missing %	Overall %

The darker side of Bill Forsyth

Bill Forsyth's new film *Comfort and Joy* opened the 38th Edinburgh International Film Festival, the first British film to do so in several years, and a fitting prelude to the as yet vague "Year of British Film" planned for 1985. It spearheaded a number of new British productions on view, including Neil Jordan's *The Company of Wolves*, Pat O'Connor's *Cal* and Marek Kaniwka's *Another Country*. Produced, like *Gregory's Girl*, by Davina Belling and Clive Parsons, and partly funded by Scottish Television, it marks a return to a lower budget after *Local Hero*, a reversion which Forsyth attributes to lower location costs and his propensity for writing cheap scripts.

Set again in Glasgow, caught on film in a way which is wholly new, it features Bill Paterson as radio disc jockey Alan Bird, whose eccentric girlfriend moves out on him without warning, leaving him trying to pick up the pieces, a situation Forsyth admits is partly autobiographical. Alan is forced to reconsider his life: his employer (a splendid Rikki Fulton cameo) persuades him to see a psychiatrist, but the encounter is used as an occasion for comedy; thereafter the focus shifts away from Alan's private life as he becomes involved in an ice-cream "war".

Seeking any diversion, he follows a young girl (a wooden C. P. Grogan) in an ice-cream van, only to find himself entangled in the escalating encounters between two rival firms; he plans to make a serious documentary on the situation, but finds himself increasingly in the role of go-between. The film introduces a level of violence new to Forsyth's work, but it is oddly and ironically displaced: the targets are always the physical objects of the trade. When Patsy's men raid the Mr Bunny workshop, it is their vans they are after; Forsyth raises the potential violence level by introducing a wicked looking crossbow among the hammers and screws, only to diffuse it by making one of the model rabbits its sole target. When the outraged victim, blaming Alan for betrayal, exacts revenge, it is his BMW they assault, not him.

Forsyth claims that he chose the topic of an ice-cream war for its bonality, well before it attained its current level of violence in Glasgow, and he uses continual radio reports of imaginary wars and devastations to sound a counterpoint. None the less, *Comfort and Joy* (styled "a serious comedy") makes explicit something which has run through each of his

films, though largely ignored. Beneath the comic surface lies a much darker, more ironic, even cynical, core: we laugh at the great sink robbery in *Thelma & Louise*, but on reflection realize that nothing has really changed for the unemployed boys who make money from it; they will soon be back in the wrecked car, with nothing to do and nowhere to go, and no real resolution of the finely balanced line between hope and despair on which they balance. Similarly, in *Local Hero* the building of the oil refinery is avoided, but the greed of the grasping locals is still gratified, and their "idyllic" bay sold to an American oil company; *Gregory's Girl*, too, is not without its bitter edge.

Comfort and Joy, having made comic use of a disturbingly serious situation, introduces a ludicrous *deus ex machina* to resolve the dispute, in the shape of Alan's recipe for "Frosty-Hots"; we remain, however, uncomfortably aware that this is not a solution available in the real world. The film does not end with Alan's sentimental Christmas broadcast, but with his voice-over as the credits roll, preparing a "Frosty-Hots" advertisement: it finishes with an expletive. This work: each of his films really contains two films, drawing opposite conclusions from their common events, and demanding multiple responses from the viewer; to see only the whimsical comedy is to miss half the point.

Forsyth reverses a common characteristic of much Scottish art, where a harsh facade disguises a soft centre. His sentimentality and romanticism are all on the surface, cloaking a darker underside in a way which goes beyond conventional linkages of comedy and cruelty. The ambiguities in his work are the product of the filmmaker's art, neither accidental nor contingent. *Comfort and Joy* eschews the Glasgow of mean streets and hearts of gold, and gives us instead a cinematically gorgeous city as the backdrop to a certain nastiness which is continually evaded but never entirely dismissed or resolved; the characters, like those of *Local Hero*, are simultaneously engaging and contemptible.

Kenny Mathieson

"*Comfort and Joy* opens at a number of London cinemas today, including the Cinecena in Panton Street and the Classic, Tottenham Court Road. It opens in some regional cities on September 14.



The threat of violence: Alan Bird (Bill Paterson) accosted for his autograph

Edinburgh says once is not enough...

Edinburgh district council's Labour administration, at the centre of controversy concerning the council's attitude to the Edinburgh Festival, has announced that it intends to set up a spring arts festival, perhaps next year. Councillor George Keravan, convenor of the theatre and halls sub-committee, said the festival would involve the popular arts right across the city. "The idea seems to have a lot of support. The timing has yet to be decided, but there is a lobby for coinciding with the spring solstice and having a Celtic theme."

The idea of a spring festival grew out of plans to improve year-round touring in Edinburgh. The council plans to fund a director of touring who would liaise with theatre groups wanting to

use more alternative venues to the city's main theatres. "It's a marketing problem really," said Mr Keravan. "The groups are keen to come and the venues are there, but it is a question of organization and publicity. We aim to supply that kind of infrastructure."

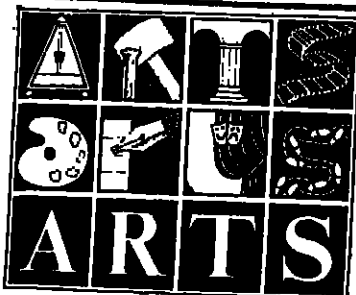
The lunch plan of the plan is the Assembly Rooms, which would provide a city centre multi-venue just as it does for the fringe during the festival. "The Assembly Rooms would still be available to the fringe and our director would probably liaise with the fringe administration over venues."

As far as the official festival is concerned, Mr Keravan is adamant that the council will continue to fund it in real terms. "If we can get more money, we will give it. The Labour

administration has upped the budget for the arts by 40 per cent and people are beginning to realize that we are not Philistines, we are desperately interested in the arts."

Decisions to expand the City Arts Centre and appoint an exhibitions officer there, plus a shift in emphasis of the council's picture-buying policy - more contemporary art, fewer topographical views of Edinburgh - were tipped to bear this out. Another plan Mr Keravan is keen to see go ahead is the appointment of city artists or writers in residence, attached to hospitals, factories or other work places. Who knows, perhaps a Picasso for Princess Street?

Vicky Keir



Events

Continuing exhibitions:

To September 9, York City Art Gallery. Romantic German drawings and water colours from the Kunstmuseum, Düsseldorf.

To September 9, Tate Gallery, London. *The Hard-Won Image: traditional method and subject in recent British art*. To September 14, Arts Council of Great Britain, Piccadilly, London. *Samuel Johnson 1709-84*.

To September 15, Talbot Rice Arts Centre, University of Edinburgh. *Rarities of Chinese painting from the Arthur M. Sackler Collections*.

To September 15, Arts Centre, Aberystwyth. *Pottery by Janice Thelander*. To September 16, Sainsbury Centre, University of East Anglia. *Great Anthropological Collections from Cambridge*.

To September 16, The Darkroom, Gwydir Street, Cambridge. Photographs by Robert Doisneau and August Sander. To September 16, Graves Gallery, Sheffield. *Semi-Disenchanted: pictures of people and places*.

To September 16, Museum and Art Gallery, Birmingham. *Paintings by Henry Lamb 1885-1960, concentrating on his work in the 1920s*.

To September 23, City Art Gallery, Leeds. *Sculpture by Anthony Caro*. To September 29, Royal Albert Memorial Museum, Exeter. *The Capricious View: an exhibition of townscapes*.

To September 30, Museum of Modern Art, Oxford. *Drawings by Bonnard. Also Constructivism in Poland*.

To October 1, Gallery of Modern Art, Edinburgh. *Creating modern art and nature. A large international exhibition (170 works from 100 artists) to celebrate the opening of the gallery*.

New exhibitions: From tomorrow, Impressions Gallery, York. *Patricia 1984: a collection of 83 photographs by Becky Cohen of the American artist Patricia Patterson*.

From September 5, National Gallery, London. *Danish Painting: The Golden Age*.

From September 7, Royal Academy of Arts, London. *The Age of Vermeer and De Hoo*.

From September 8, City Art Gallery, Plymouth. *Peter Crecraft RA. Fifty paintings, including landscapes, compositions and portraits of his family*.

To September 8, DLI Museum, Arts Centre, Durham. *Headliners: an exhibition of fantastic faces*.

City Art Gallery, Manchester. *Gerald Scarfe: cartoons and sculptures. Also, from September 14, Goya etchings newly acquired by the gallery*.

From September 15, National Gallery of Scotland, Edinburgh. *Drawings by Allan Ramsay*.

From September 18, Whitworth Gallery, University of Manchester. *William Morris and the Middle Ages*.

Please send information on arts events to: Lynne Truss, Times Higher Education Supplement, Priory House, St John's Lane, London EC1M 4BX



Charles Rennie Mackintosh

Glasgow modern

The Glasgow Style 1890-1920
Glasgow City Art Galleries,
Kelvingrove
until October 7

The rather absurd hegemony of the Edinburgh Festival over the arts in Scotland has quite successfully obscured one crucial fact: that the main impetus within Scottish culture, certainly since the decline of the Enlightenment, has come not from the capital but from the industrial West. Edinburgh tended to linger with its eighteenth-century glories; Glasgow, by reputation ugly and unattractive, became one of the centres of cultural Modernism.

Few cities - not Paris, nor Vienna, nor Berlin, perhaps only New York - have been as strongly marked as Glasgow by a modern decorative style. In 1907, *The Studio* declared, "No art has entered upon more seriously than at Glasgow; the church, the school, the house, the building with its printing, illustrating and binding..."

Athenian, Glasgow was last-day modern and unmistakably Scots. In art-historical terms, the "Glasgow Style", documented in the current exhibition at the City Art Galleries, Kelvingrove, was one of the major branches of Art Nouveau. Influenced by William Morris and the Pre-Raphaelites, the style developed into an international movement of great complexity, almost impossible to describe without a welter of antinomies and dichotomies: nationalistic and international; functional and decorative; profoundly unideological and yet the source of endless polemic speculation; democratic yet lushly expensive; crafted but aware of the possibilities of mass production.

The movement knew no centre and few geographical boundaries. In a very real sense it represented the transition in the final years of the nineteenth century between the Victorian and modernism, and what we identify as Modernism. In Germany, it was known as *Jugendstil*, in Austria *Sezessionsstil*, in Catalan *Modernisme*, in France, perhaps, *Modern Style*. It even penetrated Scandinavia and influenced Edward Munch's work.

The Glasgow Style showed little of Munch's inward searching, however, and only a highly refined version of his expressionist method. It was primarily a decorative style. Its great works are not canvases or sculptures but chairs, vases, jewellery and entire interiors such as Charles Rennie Mackintosh's Ingram Street Tea Rooms, built in 1901, reconstructed, in part, for the Kelvingrove exhibition.

One great value of the current show is the recognition that Mackintosh,

now universally acknowledged as one of the great twentieth-century designers, did not emerge from a vacuum. A handbook to the exhibits gives his graphical notes on over 70 houses and women (the female companion to the Glasgow Style was, if anything, the dominant one), companies like Wyllie and Lochhead, Alexander Morton & Co, and educational institutions like the Glasgow School of Art, itself one of Mackintosh's most characteristic designs.

The ground-breaking work was done by Mackintosh, his friend Herbert MacNair and two sisters, Frances and Margaret Macdonald, collectively known as "The Four". Mackintosh's genius, and the essence of the style at its best, was the combination of a modernistic functionalism with powerful visual imagery. Scots artists and designers distrusted "The Squiggle" of continental Art Nouveau, with its long, sinuous lines and organic forms. Severely rationalized and pared down, the Glasgow Style was palpably better expressed in objects and in the design of rooms and buildings than on a two-dimensional canvas. Yet, it was never "sculptural" in the usual sense, for the great industrialist collections by the great Orientalist artists like Hornel and Henry, was less on visual style than on an awareness of space and the architectonics of function. Mackintosh's Chinese Room is far removed from contemporary chop suey decor: few dragons, few figures on bridges, rather a sense of space that in Pevsner's phrase is "transparent".

The Glasgow Style is very different from the overblown baroque of its continental counterparts. Movement is not the essential quality, but what Robert Schmutzler perceptively characterized as "unrelieved tension", closer to Mannerism than to the dynamics of Baroque. Strikingly many of the objects on show at Kelvingrove combine elements of symmetry and asymmetry in a way that echoes Mackintosh's ideal balance of completely achieved form and its negation.

Perhaps the existence of such a style in Glasgow at all was the specific paradox. Yet it represented a response to a particular locale. When much of Modernist culture became entangled with movement and with the conflict of the psyche and its environment, Glasgow had already gone a step further, toward a style which implicitly rejected elitism, cultural activism and mysticism and which stressed the continuity of art with everyday life, its perception with social (and acceptable) behaviour, and which separated contemplation from both ideology and the kind of contrived alienation - either mystical or nihilistic - that thwarted and undermined much twentieth-century European and American art.

Brian Morton

BOOKS

Laws of motion in a socialist economy

by Peter Abell

Yugoslav Socialism: theory and practice
by Harold Lydall
Oxford University Press, £18.50
ISBN 0 19 828481 0

It is Professor Lydall who, state command economies are "both economically inefficient and morally and politically bankrupt" and if the way ahead for the sluggish British capitalist economy is by no means clear, then could a change in property rights, endowing labour with the powers of self-management, provide a viable alternative to both systems? Thus, the professor sets the scene for a detailed examination of the workings of Yugoslav socialism.

The Yugoslavs have, since the successful capture of power by the Marx-inspired partisans after the last war, forged a nationwide system of self-managed market socialism and it is the "laws of motion" of this system which Lydall wishes to capture in seeking to answer the question. Indeed, in pursuit of this objective he has gone to the lengths of learning Serbo-Croatian, and measures, to those of us who have tussled with the language, of the seriousness of the endeavour.

It is by now an accepted theoretical construct, following the pioneering work of Benjamin Ward, Jaroslav Vanek, J.E. Meade and others, that the perfectly competitive, full-information self-managed market economy, where labour hires capital (rather than the reverse as in classical capitalism) and attempts to maximize its income, has all the "desirable" long-run characteristics of a long-run Pareian society. There are some short-run problems - in particular the notorious backward sloping supply curve of the labour managed firm - but these have, to all intents and purposes, been disposed of on empirical grounds (Branke Horvat) and Lydall provides further theoretical reasons to discard them. But as he reminds us these systems are by no means altogether persuasive; the self-managed socialist market economy is no more likely than its private property counterpart to operate in conditions of full-information or perfect competition and as a consequence in assessing the relative merits of the two one must compare their respective performance under more realistic conditions. This Lydall sets out to do and finds the conclusions which may be drawn much murkier than some of the advocates of self-management have cared to admit.

Economic systems do not, of course, operate in isolation from their socio-political contexts and using the Yugoslav experience to demonstrate the arguments for and against self-man-

aged socialism carries with it several disadvantages. First, the heterogeneous nature of the Yugoslav state, forged, as it is, from a multiplicity of peoples, each with their own language and cultural heritage and with a long history of intercommunal strife and jealousy is bound to leave its imprint upon the working of economic institutions. Second, the one-party political system with tentacles stretching into most aspects of Yugoslav life is likely to distort the "laws of motion" of the economy to a degree which in unfathomable in the absence of comparative case studies. One needs to disentangle the effects of these factors upon economic organization and performance before definitive statements can be made. As Lydall observes, "if an economist were free to choose a country in which to carry out the experiment of installing a labour-management system, with a view to drawing general conclusions about the effect of such a system, he would be unlikely to choose Yugoslavia". It is not surprising, therefore, that Lydall occasionally has to resort to arguments which go beyond the undoubtedly impressive empirical material he assembles.

The book has three ingredients - a theoretical model of the self-managed firm operating under conditions of imperfect competition, a sketch of the history of the development of Yugoslav socialism from a centrally planned command economy to a decentralized labour-managed market economy and an assessment of the achievements and failures of the latter system.

On the theoretical front Lydall replaces the perfectly competitive model of the labour-managed firm with one where any new firm, because of the constraints imposed upon it, by limited markets, the possession of private know-how by established firms and limited access to capital, cannot operate at the optimal scale, whence it encounters higher than average costs. Consequently new entrants cannot exert full competitive pressures on the larger established enterprises which in turn enjoy excess profits. These they can use to maintain their advantage, limit the mobility of know-how, pay greater returns to labour and to improve differentially their capital productivity. Unto those that hath shall be given.

These undesirable consequences arise because differential profits accrue not to the owners of equity capital (which is disproportionately the case in the parallel situation in a non-competitive capitalist economy)

but to labour and have the further consequence that labour incomes (for the same grade of work) will vary between the established and new firms. This is, of course, unacceptable according to socialist ways of thinking and provides a ready pretext for the political interference in the workings of the economy. The correct policy response is, of course, to encourage new entrants and to offset, in one way or another, the comparative advantages of the large well-established enterprises. It has long been recognized that the promotion of new enterprises is essential for the efficient working of the labour managed economy though Lydall, unfortunately, rather than offering possible policy instruments, prefers merely to draw the negative conclusion.

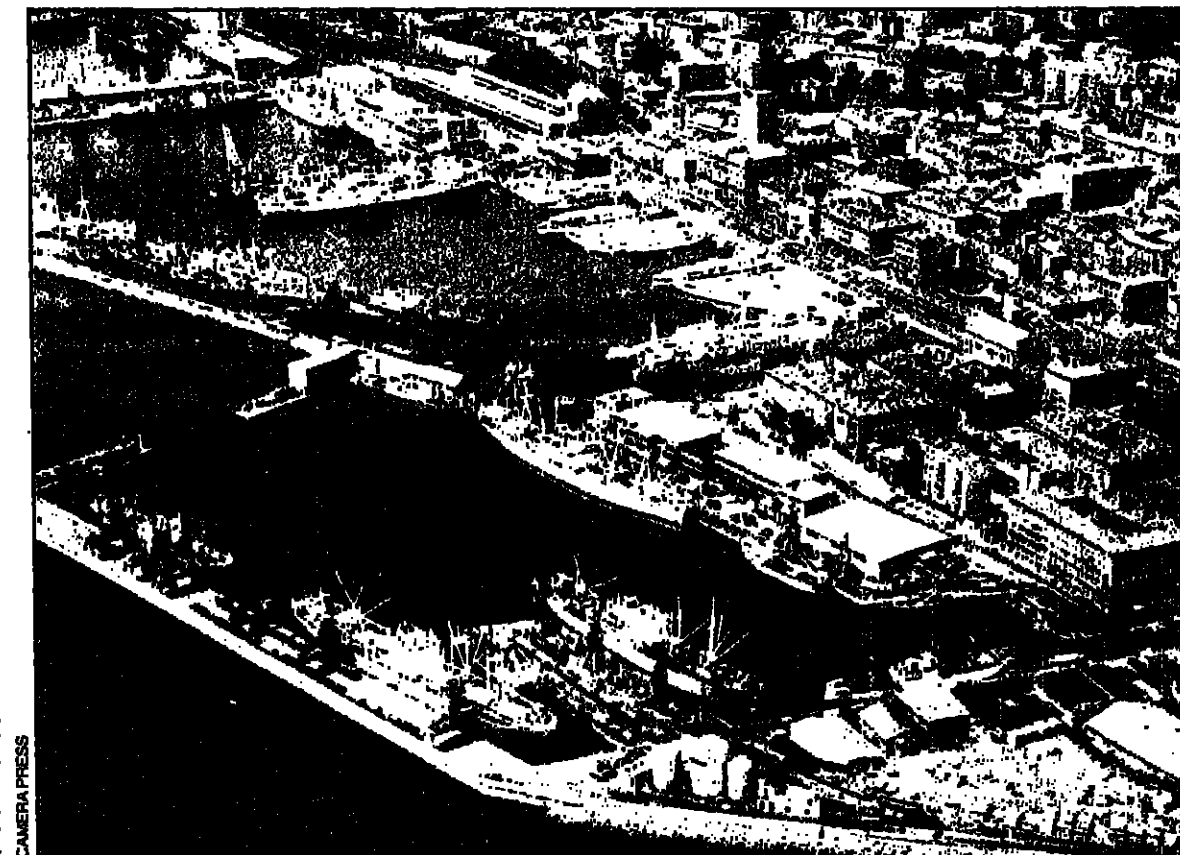
It appears also that the imperfectly competitive labour-managed economy may be more liable to absorb externally generated inflation than its capitalist twin. In the former, upward changes in the prices of imported raw materials and so on will immediately be transmuted into increased prices, there being no wage contract and "wage drag" to, at least temporarily, hold down domestic prices. But on the other hand, there are not the same internal inflationary pressures on wage

rates. Indeed, many see this as the most appealing feature of the labour-managed economy though, I suspect, a full analysis of the Yugoslavian record in respect of inflation would locate sources intrinsic to the system itself. One does not have to be a convinced monetarist to propose that "anticipated increases in the money supply" will have the predicted effect upon prices.

Lydall documents the economic record of Yugoslavian socialism very well indeed - and it is a mixed story. While over the last three decades the Yugoslavs have enjoyed a relatively rapid increase in living standards there have been increasing problems with the balance of payments, inflation and unemployment - the latter being partly offset by worker migration to western Europe. These problems have, of course, been exacerbated by the worldwide recession in the 1980s when living standards have, on the average, dropped by some 15 per cent. Underemployment is, according to Lydall (following Vanek) attributable to the propensity of labour-managed firms to favour capital-intensive investment which is further encouraged by politically inspired policies of low interest rates. Unlike Vanek, however, Lydall does not find a ready solution with complete external financing though he does hint at one by the introduction of members' capital accounts along the lines of the Mondragon cooperatives in Spain. Whether this could count as a solution in a socialist society is a moot point indeed. Balance of payments problems are not attributed to self-management as such but to the "Marxist" biases towards heavy industry and import substitution rather than export-promotion.

So what general conclusions can we draw? Lydall is not over optimistic about the advantages of labour management for the essentially capitalist societies. But I can find no warrant in the text for his conclusion that it is likely that a self-management system could only be installed in the liberal democracies along with the imposition of a one-party Marxist regime, nor for the rider supposing the wisest policy to be one of encouraging a voluntary cooperative to the role of "also run". However, Lydall does regard labour management as "the only hope for people now governed by the Russian system". I prefer to reserve judgement in the former respect but find the latter conclusion persuasive, though it would take a far more ambitious work for the point to be conclusively established. This remains nevertheless the most balanced assessment of the Yugoslav experience yet available.

Peter Abell is professor of sociology at the University of Surrey.



A shipyard in the northern Yugoslav port of Rijeka.

Birth of a nation?

The National Question in Yugoslavia: origins, history, politics
by Ivo Banac
Cambridge University Press, \$35.00
ISBN 0 521 0104 16752

Professor Banac is one of that rare breed - a scholar of Yugoslav origin who is able to write objectively about the nationality problems of the South Slavs. He is also one of the few who have chosen to study the politics of the great Constituent Assembly which inaugurated the ill-fated Vidovdan Constitution of 1921.

The Kingdom of Serbs, Croats and Slovenes, the first Yugoslav state, was put together from a heterogeneous mass of elements which, for centuries, had existed under separate political dispensations. Croats-Slavonia and Vojvodina were linked to Hungary; Slovenia and Dalmatia to Austria; while the lands south of the Sava and those the Ottoman Turks. Bosnia-Herzegovina was occupied by the Austrians in 1878, after four centuries

of Turkish rule, and was formally annexed to Austria-Hungary in 1908. Macedonia was swallowed by Serbia in 1913, but remained undigested. Serbia had been fully independent for less than half a century, and the millennium of Motengero, whose ruler, Nikola, "the father-in-law of Europe", only assumed the title of King in 1910, had doubted its area in 1913. What brought these disparate units together in 1918, under the sceptre of the Serbian royal house? How did they set about the formidable task of creating a *modus vivendi* which might enable them to live together within a newly created political, economic and social entity?

Professor Banac opens his inquiry by attempting to define nationhood, and by applying his definitions to the South Slav peoples. Although shared historical experiences, common linguistic, religious and other cultural attributes can all feed the sense of nationhood, it seems that, in the case of the Yugoslavs, it was the subjective feeling of belonging, as the Constituent Assembly which inaugurated the ill-fated Vidovdan Constitution of 1921.

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patterns in the elections to the Constituent Assembly on November 28, 1920, and gives a detailed account of the deliberations of the Assembly which culminated in the passing of the Vidovdan Constitution in June 1921. It was a victory for the Greater Serbian hegemonists - but a Pyrrhic victory, for it lasted for less than eight years before it was suspended by King Alexander. He ruled for five years as a royal dictator until he was murdered in Marseilles, by a Macedonian in the pay of the Croat terrorist *Ustase*.

The national question still permeates every aspect of Yugoslav life. The attempt of the new regime to defuse it by creating a federal structure may have been more successful than has been the imposition of Serbian hegemony in 1921, but there are many unresolved problems - as the recent troubles in Kosovo demonstrate.

Although he is not always fair to the Serbs, and gives too much space to the Croats, Professor Banac has made a valuable contribution to our understanding of the roots of an intractable problem which still haunts the rulers of Yugoslavia.

F. B. Singleton

F. B. Singleton is honorary senior research fellow of the University of Bradford.

BOOKS

Revised verdict

George Grenville: a political life
by Philip Lawson
Oxford University Press, £19.50
ISBN 0 19 827355 8

The conventional image of George Grenville is hardly flattering. He appears in many books as a fussy pedant, devoted to the routine of parliamentary business, obsessed with fiscal economy, and insensitive to the wider tides of public opinion and colonial development.

Many historians have intuitively shared George III's impatience with Grenville's inclination to lecture rather than to persuade, even if they have hesitated to endorse the sour verdict of Henry Fox, who once referred to Grenville's conversation as too nauseous for anybody's stomach. The Stamp Act neatly confirms Grenville's shortsightedness, just as the conflict with Wilkes over No 45 of the *North Briton* and the disagreement with George III over the Regency Bill underline his obstinacy and tenacious devotion to hopeless causes.

In this carefully researched and judiciously argued book Philip Lawson is determined to save Grenville from the misrepresentations of posterity as well as from the malice of contemporaries. He demonstrates that Grenville had already established a reputation for debating skill, and an impressive mastery of legal and parliamentary procedures, long before he became First Lord of the Treasury. His political experience was fuller than many have appreciated. Dr Lawson

also deals well with Grenville's relationships with his brothers and with his brother-in-law, the Elder Pitt, who once again comes across as a wilful and unpredictable figure, and he brings out forcefully the loyalty which was one of Grenville's most endearing characteristics. He was by no means lacking in perception in his approach to the problems of war, diplomacy, colonial trade, and finance.

Some of the best pages in the book analyse Grenville's attitude towards the Seven Years War, covering both his ideas as to how the war should be fought and his concern for a negotiated peace which would nevertheless be negotiated from a position of strength in a posture of tough bargaining. Grenville comes well out of the unhappy Byng affair, and Dr Lawson exonerates him from carrying excessive blame for the conflict with Wilkes. Grenville did not initiate the proceedings, and throughout he was preoccupied with defending the honour of the king and his ministers, upholding the dignity of Parliament, and insisting on a respect for the law. When Wilkes returned from France and challenged his enmity, Grenville refused to allow his own earlier clash with Wilkes to cloud his judgment and defended the right of the electors of Middlesex to choose their own representative in Parliament. Of course Grenville's behaviour has to be placed within the context of opposition politics, but Dr Lawson makes out a cogent case for recognizing his essential integrity, even though some of his followers were puzzled by his apparent change of heart towards Wilkes.

It is also clear from Dr Lawson's pages that Grenville had no desire to be an elder statesman after his own fall from office. His appetite for political activity remained voracious and he was remarkably successful in building up and retaining a body of committed supporters in the House of Commons. The failure to establish a broadly based opposition with a real prospect of

seizing power was caused by the indelible distrust shown by the Marquis of Rockingham, the erratic behaviour of Pitt, and the shrewd political skill of Lord North, rather than by any lack of application or defects of judgment on Grenville's part. After his death his party quickly declined, chiefly because there was no successor who could match Grenville's combination of debating skill, knowledge of parliamentary business, and painstaking concern for the well being of his supporters. Grenville's obsession with patronage, which was one of the causes of his uneasy relationship with George III, sprang from political necessity as much as from private exigence. It is appropriate that Dr Lawson sees Grenville's career ending on a note of triumph rather than frustration with the passage of his Election Act, which set up a select committee to hear contested election returns, thus freeing the House of Commons from much drudgery.

Nevertheless, Grenville remains a cold and enigmatic figure. Over-sensi-

tive to every slight, whether real or imagined, he was often inept in his own dealings with other politicians. But if Dr Lawson cannot make Grenville an attractive politician he has certainly done a man who earned Edmund Burke's respect for his masculine understanding and stout heart. Although Dr Lawson assumes a high level of sophistication on the part of his readers, plunging eagerly into the details of eighteenth-century political infighting without saying much about the political structure within which Grenville and his rivals worked, he has ensured that we are now better placed to appreciate what Burke meant when he referred to Grenville's determination to raise himself, not by "the low, pimpling politics of a court, but through the laborious gradations of public service".

John Derry

Dr Derry is reader in history at the University of Newcastle.



A minstrel playing a medieval viol, from an early thirteenth-century manuscript. Reproduced from Ian Woodfield's *The Early History of the Viol* (Cambridge University Press, £25.00).

Scotland's dark ages

Warlords and Holy Men: Scotland AD 80-1000
by Alfred P. Smyth
Edward Arnold, £6.95
ISBN 0 7131 6305 4

To trace the history of a territory as diverse geographically, ethnically and politically as Scotland over some nine centuries (during most of which Scotland did not yet exist) is a task that would intimidate most historians. Dr Smyth handles the late, corrupt and often to rely with an engaging boldness. Indeed this is in no sense a synthesis of current knowledge of the nation, but rather an attempt to propound radically new interpretations of Scottish prehistory.

Smyth brings to the history of north-east Britain a deeper knowledge of the Celtic (especially the Irish) background than any of his predecessors. He challenges most persuasively the long-established notion that the Picts were a non-Indo-European people whose dynastic arrangements were based upon matrilineal succession. Instead, they are seen as typically Celtic, having numerous small kingdoms or tribes whose rulers competed for an overlordship of which some have records in the Pictish king-lists. He emphasizes the Irish link with Pictish art, and interprets the distribu-

tion of the symbol stones in terms of the fortunes of Columban monasticism. He digs deep into the writings of Adamnan to paint a richly nuanced picture of Columba himself and of monastic politics in seventh and eighth-century Iona. He demonstrates at length the importance role of the Hebridean Vikings of mixed Gaelic and Norse stock, the *Gall-Gaehdil* or Gallowglen in Viking politics, exploration and colonization. He cuts boldly through the conflicting evidence of annals and king-lists to show the Scots profiting from alliance with the Vikings of Dublin to take over the Pictish kingdom in the 840s and the British kingdom of Strathclyde in 879-80. A credible picture of the forging of the Scottish nation and the extension of its boundaries at the expense of the Northumbrian English in the tenth century is produced by rejecting as propaganda Anglo-Saxon and Anglo-Norman assertions of overlordship. Indeed Dr Smyth makes good his claim that by the eleventh century the Scots had established the most successful monarchy in Britain, however strange that may sound in English ears.

This is an old-fashioned book, in its concentration upon political history and in its willingness to use every scrap of information from sources of doubtful authority. Few will agree with what he has here proposed, but most will be led to re-examine their assumptions. With this, the seventh volume to be published, the outstanding *History of Scotland* requires a worthy opening.

Nicholas Brooks

Dr Brooks is senior lecturer in medieval history at the University of St Andrews.

Peasant prosperity

Downham-in-the-Isle: a study of an ecclesiastical manor in the thirteenth and fourteenth centuries
by M. Clare Coleman
Boydell and Brewer, £15.00
ISBN 0 85115 401 8

Downham-in-the-Isle lies in the few miles north west of Ely, just before the Conquest until after the Reformation the bishops of Ely and its lords, often residing among the tenants in the palace which they had there.

M. Clare Coleman's book enters the central phase in the study of the theme of "hope", and the chapter on current orthodoxies, the agrarian economy first reached its zenith and then retreated before the forces of murrains and plagues of the fourteenth century. If Downham's history does not always illuminate this large theme, it is partly because of the patchiness of the sources. Two surveys of 1221 and 1251, a broken series of court rolls from 1310 to 1375, and a number of reeves' accounts for the same period, consecutive only in the decades, hardly make for consistent coverage. But despite these lacunae it seems clear that Downham shared in the general fortunes of the Ely estates, described a generation ago by Edward Miller. The demesne, fully exploited in the thirteenth century, was increasingly let out in the early fourteenth, with the consequent commutation of labour services. After the Black Death shortage of tenants brought more wholesale abandonment, though whether this continued beyond 1375 is uncertain, since Miss Coleman's documents and her story end in that year.

More striking is the degree of peasant prosperity which her evidence reveals. The villagers were mostly villeins, yet some possessed substantial sheep flocks, others herds of cows, and oxen were frequently given as heriot. That shortage of tenants brought more wholesale abandonment, though whether this continued beyond 1375 is uncertain, since Miss Coleman's documents and her story end in that year.

In studying village society the author has put her limited evidence to good use. She has been less successful at relating her findings to the trends of the times and the controversies which surround their interpretation. Changes in population, for example, are barely charted, though the brief conclusion notes a "virtual epidemic" in 1327-28 which caused more deaths than the Black Death itself. The village estate in the wider economy of the Ely estates is left undefined, and surprisingly few references are made to Miller's book, which makes use of a number of Downham documents overlooked by Miss Coleman. Her appendices supply valuable statistics on corn yields and prices, rents and entry fines; yet these are rarely deployed in the text to make deductions about demand and demography.

By far the longest chapter presents "biographies of some villagers", but does no more than that, contributing little on its own merits as family structure, death and birth rates, and marriage. One misses the statistical precision leading to closely argued conclusions which made Razi's recent and comparable study of Halesowen so invigorating. This is a capable book, but it remains ultimately a work of local history.

J. R. Maddicott

J. R. Maddicott is a fellow of Exeter College, Oxford.

"Studies in History"

Dan O'Sullivan's *The Age of Discovery 1400-1550* and David R. Cook's *Laconians and Yorkists: the War of the Roses* are among the latest titles in Longman's "Seminar Studies in History" series. Each costs £1.95.

BOOKS

The vanity of human wishes

Samuel Johnson and the Theme of Hope

by T. F. Wharton
Macmillan, £25.00
ISBN 0 333 30633 3

Probably few would contest the notion that Johnson's interpretations of the human condition invariably turn on the theme of "hope", and the chapter on current orthodoxies, the agrarian economy first reached its zenith and then retreated before the forces of murrains and plagues of the fourteenth century. If Downham's history does not always illuminate this large theme, it is partly because of the patchiness of the sources. Two surveys of 1221 and 1251, a broken series of court rolls from 1310 to 1375, and a number of reeves' accounts for the same period, consecutive only in the decades, hardly make for consistent coverage. But despite these lacunae it seems clear that Downham shared in the general fortunes of the Ely estates, described a generation ago by Edward Miller. The demesne, fully exploited in the thirteenth century, was increasingly let out in the early fourteenth, with the consequent commutation of labour services. After the Black Death shortage of tenants brought more wholesale abandonment, though whether this continued beyond 1375 is uncertain, since Miss Coleman's documents and her story end in that year.

In a chronologically organized discussion of Johnson's works, with separate chapters accorded to *Irene* and to the poem on Dr Levet as well as to the works more frequently discussed, Wharton does offer some more specific emphases - the status of the poetry as opposed to the prose, the radical possibilities of the aspirations of authorship, and the changes in Johnson's use of the term "imagination".

The bearing of some of this upon the theme of "hope" is by no means self-evident, and it cannot be said that in the end these emphases amount to an argument. The title, far from indicating a controlling theme, functions instead as a catch-all - even if it is not quite wide enough to catch the appended piece (interesting in itself, as a true discussion of the parliamentary debate on Johnson's penultimate sonnet). It is difficult to see what unifying purpose or interest lies behind the book. It does not, as the title might lead one to expect, take us further along the lines suggested by Ariel Schick's *Passionate Intelligence*: nowhere is there any sense of Johnson's engagement in a tradition of theological or philosophical debate, Stoic or Christian. We are offered instead a kind of psycho-biography and criticism which clearly owes something to the now classic biography by Walter Jackson Bate, but one which never manages to establish an independent critical direction, and seems to mistake the modification of specific critical opinions for originality.

What value the book has is as a fairly comprehensive if loosely organized survey of Johnson's writings. Yet even on these terms, with its sporadic insights, it fails to communicate much urgency or excitement about its subject. If it has little to offer the scholar, perhaps its most serious flaw as a guide to the inexperienced reader is the fact that the author is less than fully attuned to the operation of Johnson's power: it is surely the distorting lens of anachronism which finds crude or funny effects in the plea written on behalf of the condemned Dr Dodd or in the raw phrases of Johnson's last letters to his mother.

It is symptomatic that Wharton sees the current "debate" about Johnson in terms of a "quality" identified by Bernard Bronson over thirty years ago, between the rugged eccentricity of London taverns and Johnson's "Age of Reason", a moralist chiefly engaged in building defences against the pains and deep-rooted fears of his own existence. The modern critical movement, with the man rather than the work, has more stimulating directions to take. Especially fruitful in recent years have been textual approaches and assessment of Johnson as a serious thinker, intellectually as well as personally both a leading and anomalous figure of his age.

The traditional dominance of a somewhat monolithic "Johnsonian" means that many challenges remain, but this is not a book which confronts them.

Penelope Wilson

Penelope Wilson is a fellow of New College, Oxford.



Rudyard Kipling at the age of 17, taken from Norman Page's *A Kipling Companion* published earlier this month by Macmillan at £20.00.

The poet's public

The Poet and his Audience
by Ian Jack
Cambridge University Press, £20.00
and £6.95
ISBN 0 521 26034 5 and 27809 0

In *The Poet and his Audience* Ian Jack surveys the careers of six major writers. He has chosen them from different cultural milieux and pairs them off to form a set of contrasts.

A description of how Dryden felt himself to be integrated with the court of Charles II is followed by one showing Pope becoming increasingly disaffected from the courts of George I and George II. The way in which Byron was encouraged by a group of intimates and buttressed by an avid readership is distinguished from the comparative isolation of Shelley. There is a differentiation between the public face of Tennyson and that of Yeats, together with some account of their private uncertainties.

As all this would suggest, the book is wide-ranging in its sympathies. Yet, in the end, one cannot feel that Professor Jack is fully engaged with his material. Much of this, of course, has appeared elsewhere, notably in the pages of the *Oxford History of English Literature*. Moreover, the essays on Byron and Shelley draw heavily upon biographies of those poets by Leslie Marchand and Richard Holmes respectively.

In a way, this is understandable. One does not ask a book concerned with so complex an area as the interplay between writers and the public to be wholly original. Nevertheless, more could have been done with the secondary sources. It is, for instance, not enough to follow another biographer, Joseph Hone, in saying that readers of Yeats still remained preoccupied with that poet's early work, while he was moving on to his greatest achievements. There is a problem of quality in audience response as well as literary production, and it should have been brought into question here. Unfortunately, the mode in which *The Poet and his Audience* addresses its texts gives the effect of their having been apprehended from a distance.

This points to a limitation in argumentative technique. Professor Jack belongs to a school of criticism that began with the study towards the end of the last century and that had substantial run its course before the middle of this one. Its luminaries were A. C. Bradley and C. S. Lewis, and its tendency was to allow biography and belles-lettres to do duty until, after *Seven Types of Ambiguity*, the discussion of texts began to be conducted in terms of verbal analysis. One does not have to be a post-structuralist to find the methodology of *The Poet and his*

Audience somewhat elusive. The book is avowedly literary history, but that does not absolve it from encounter with primary works. When such encounter is imminent, however, it finds itself vitiated by a certain impoverishment of vocabulary. For example, Tennyson's *Poems of 1842* and Yeats's *Noh plays* are, in turn, termed "brilliant", "perfectly adapted to [its] occasion", and *The Mask of Anarchy* "admirably suited to a large audience". One misses, in such commentary, the evidence of the text that could have given these stray encomia some root in critical argument.

Such paucity may well seem debilitating if we reflect that no audience response is passive. The reaction of a reader necessarily must relate to the work which occasioned it. A representative case is the early reception of Shelley. Resistance to that poet in his own time may have had, as Professor Jack says, much to do with the obscurity of his verse. However, the matter cannot be left there. We need to

Finding parallels

Byron: the Italian literary influence
by Peter Vassallo
Macmillan, £20.00
ISBN 0 333 33993 2

The heart of Dr Vassallo's study and its claim to originality lie in four chapters in which the author presses for the hitherto neglected significance of the poet's development of Byron's burlesque and satirical work, namely *The Vision of Judgment*, *Beppo* and *Don Juan*.

As frequently happens with studies of literary influence, the book seems the result of an *a priori* decision to present a new angle on its subject despite the paucity of evidence that can be adduced for it. Although Byron had read and enjoyed Casti's *Novelle Galanti*, there is little suggestion anywhere in his writing of an interest in the author comparable with that in Pulci, Berni, Tasso and Ariosto, writers long acknowledged as influences, in varying degrees, on the poems in question.

Thus, although it is interesting to discover that Casti's mock epic *Il Poema Tartaro* (1797) includes scenes of his hero's amorous adventures at the court of Catherine the Great of Russia, anticipating *Don Juan* IX-X, Dr Vassallo is able to do very little with the parallel. There are, as little with the "no instances of direct verbal borrowing", yet there is a "thorough assimilation" of Casti's satirical mode; here, as elsewhere, however, this seems to mean that the author feels justified in doing no more than culling vaguely approximate passages from each poet

Poetry and belief

God and the Poets
by David Daiches
Clarendon Press: Oxford University Press, £19.50
ISBN 0 19 812825 8

The 1983 Gifford lectures at Edinburgh University are here printed as Professor Daiches presented them, without alteration to the tone of the speaking voice or the sense of personal contact with an audience. One result is the frequent repetition of quotations necessary in oral delivery though hardly needed in print, but another is a satisfying readability and sense of a personal voice: "these lectures", Professor Daiches says in his preface, "were presented as reflections rather than excavations".

Throughout his reflections on a wide range of writings, from biblical Hebrew poetry to the modern Scots of Hugh MacDiarmid, we are constantly aware of Daiches's peculiar qualifications "as someone brought up in an orthodox Jewish family, yet who from childhood has had a passionate love affair with English poetry, so much of it deeply rooted in Christian faith". His first lecture, "The Book of Job: God under attack", is one of the most exciting, largely because it comes from a reader who can recite the Hebrew

and compare it with the Authorised Version in a way which lends the "reflections" the appropriate knowledge and stamp of authority. It raises implicitly the sort of difficulties elaborated in the final lecture on "Poetry and Belief", turning to the question of how the reader can appreciate or understand poetry which expresses "beliefs" to which one cannot assent. The first priority, Daiches suggests, is that "we must be prepared to do some homework" if we are to understand the language (in the widest possible sense) in which such works are written and are to be capable of "responding to the suggestions, overtones, and resonances that are what gives literary expression its characteristic power".

The lectures represent in a sense Professor Daiches's "homework" over a lifetime of reading and teaching literature. They do not pretend to be a survey of all the ways in which poets have treated the question of the nature and existence of God, but select a number of poets about whom the author feels deeply. The Book of Job ("the classic dramatic poem of theodicy"), the Psalms, Milton's *Paradise Lost* ("here was a splendid opportunity to pull together my thoughts on the subject of Milton, God, and man"), Dante's *Divina Commedia*, and George Herbert were all obvious choices. And on the four hundredth anniversary of the founding of Edinburgh University it was appropriate that a Scottish critic should draw attention to "Calvinism and the Poetic Imagination" in Robert Burns and James Hogg, and to the work of the Scottish poets Edwin Muir and Hugh MacDiarmid. On all of these Daiches is illuminating, learned, and sympathetic, the force of his observations enhanced by personal friendship (as of Muir and MacDiarmid) or by their economy as distillations of years of thinking, teaching and writing (as on Milton, for example).

The thread drawing these widely-ranging poets and writers together is the investigation of the kinds of tensions generated when a traditional religious belief which the poet accepts, or feels he should accept, seems to conflict with the facts of experience. As it is, nobody will deny that *The Poet and his Audience* performs a service in reminding us that there is a relationship between the critical reception of great writers and their work. But Professor Jack views that work from a position set back too far in the penumbra of historical background.

Philip Hobsbaum

Philip Hobsbaum is reader in English literature in the University of Glasgow.

and exhibiting them side-by-side, with a minimum of commentary or analysis.

Even so, such passages are still relatively few; in the above instance, for example, nine pages of description presenting Casti's poem at the beginning of chapter five are followed by a mere two marshalling stanzas from *Don Juan* that exemplify the "assimilation". Similarly, chapter six, dealing with *Don Juan* and Casti's *Animas parlanti*, is padded out with a good deal of surplus paraphrase of the latter; here again the author shows a tendency to sustain his word-count by suddenly and erratically resorting to Tasso and Ariosto for firmer evidence of influence.

The fact that there is no item in the bibliography dated later than 1977 seems in accord with the rather outmoded wordiness of the author's incidental comments: we are given a stanza from *Don Juan*, for example, in which "Byron the libertine, sated with a life of dissipation in decadent Venice, warns his young hero - in many ways an idealized version of himself - against the soul-destroying perils which he must inevitably encounter in his progress through life". One's doubts about the book are confirmed by the carelessness of its production: in the quotations of Byron's poetry punctuation is frequently transposed or missed out altogether, as is an entire line, on one occasion, and words are altered.

This book is too short and generalizing to be seen as a definitive account of the Italian literary influence on Byron's work. To live up to the claims of its title, it would need to be a much more accurate, comprehensive and incisive work.

Steve Ellis

Dr Ellis is lecturer in English at the University of Birmingham.

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Childs Roland to the Dark Tower Came: an approach to English studies is the text of an inaugural lecture delivered in Cambridge by Derek Brewer earlier this year. It is published by Cambridge University Press at £1.95.

